DOCUMENT RESUME

ED 105 362 95 CG 400 114

AUTHOR	Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.
TITLE	Counseling for Achievement Motivation. Searchlight: Relevant Resources in High Interest Areas. Update Search 50-2.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-6-2487
PUB DATE	Dec 74
CONTRACT	OEC-3-6-002487-1579
NOTE	28p.; For related documents, see ED 0[illegible]567 and ED 082 108
AVAILABLE FROM	Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request)
EDRS PRICE	MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS	*Academic Achievement; *Annotated Bibliographies; *Counseling Programs; *Literature Reviews; *Motivation; Resource Materials
IDENTIFIERS	*Searchlight

ABSTRACT

This second updated search of the ERIC system, "Dissertation Abstracts", and the journal literature lists 107 documents which review suggested techniques to increase levels of motivation in school and at home. (CJ)

ED105362

searchlight

Relevant Resources in High Interest Areas

5U-2 UPDATE SEARCH

Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

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This search reviews suggested techniques for use in school and at home to increase levels of motivation.
(107 document abstracts retrieved)

$1.50

CG400 114

Counseling for Achievement Motivation

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Journal Articles

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ERIC Documents

ED 069 080 EC 050 163

Achievement Unlimited: Enhancing Self-Concept through Improvement of Academic, Motor and Social Skills.

Florida Univ., Gainesville. Coll. of Education.
Pub Date Jul 72
Note—66p.
Available from—P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Florida 32601 ($1.08)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Academic Achievement, *Behavior Problems, Demonstration Projects, *Exceptional Child Research, *Handicapped Children, Resource Teachers, *Self Concept, Self Esteem, Success Factors

An experimental program improved students' self concept and broke their failure cycle. Ss were 19 second through fifth grade students who were distractable and had various individual learning and/or behavior problems. For 1 year, they left their regular classrooms to spend 2 hours daily with a special education teacher. Individually designed educational programs were highly structured and emphasized both social and academic success, which students were not accustomed to achieving. Students were provided with success experiences in social, motor, academic, and perceptual areas. They charted their own successes and were rewarded for growth. Pre- and post-tests measured academic performance (math, spelling, reading, writing skills) and self concept. Additional data included personal behavior graphs, work samples, videotapes, and behaviors checklists. Ss made significant gains in all academic areas tested, and competencies in social interaction improved more than could be attributed to maturity alone. Self-portraits showed that all students felt they had improved both academically and in social interaction. Heterogeneous grouping of students demanded only one special teacher and was considered economically efficient. (KW)

ED 069 999 CG 007 623

Makosky, Vivian P.

Fear of Success, Sex-Role Orientation of the Task, and Competitive Condition as Variables Affecting Women's Performance in Achievement-Oriented Situations.

Pub Date 72
Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (44th, May 4-6, 1972, Cleveland, Ohio)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, Failure Factors, *Females, Males, Motivation, Performance Factors, Sex (Characteristics), *Sex Differences, Sex Discrimination, *Social Attitudes, Social Discrimination, *Success Factors

It has been suggested that for women success in competitive achievement situations may produce negative social sanctions, resulting in a motive to avoid success, which inhibits high performance in these situations. 120 college women, 60 exhibiting fear of success and 60 exhibiting no fear of success, based upon results of a projective measure, were subjects. Half of each group worked on a task described as masculine, and half performed the same task described, however, as feminine. In addition, part of each group competed against a man, part competed against a woman, and part worked alone. The results indicated that the current instrument for assessing the motive to avoid success is sex-role biased. Further, it was suggested that women perform best on tasks and against competitors who are perceived as compatible with their manifest sex-role orientation. Performance is depressed when these conditions are not met, due to the engagement of the motive to avoid success. (Author/BW)

ED 071 009 CG 007 763

Smith, Robert Leonard

An Investigation of the Effects of An Experimental Training Program Using Achievement Motivation Training Concepts.

Pub Date 72
Note—201p.; Ph.D. Dissertation, University of Mich.
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Achievement, *High School Students, *Motivation, Training, *Training Techniques

This study explores the effects of an experimental training program on the achievement motivation level and other related characteristics for late adolescent age students. The five month training program consisted of the following: (1) Cognitive teaching: teaching the thoughts, feelings, and action strategies associated with the high achiever, (2) in group learning: experiencing the thoughts, feelings, and action strategies through (a) observation and modeling, and (b) simulated experiences, (3) out group application: practicing learned principles through goal setting. An analysis of the data showed that the Experimental Training Program was significantly effective in increasing achievement motivation level and in reducing external control feelings. However, the treatment was ineffective in reducing fear of failure feelings. Further analysis revealed nonsignificant changes in grades and in instructors ratings of students. General aptitude was not critical in determining whether one could benefit from the program. A significant negative correlation between achievement motivation and external control feelings was found. (Author/WS)

ED 071 008 CG 007 762

Pringle, Marlene Bence

The Responses of Counselors to Behaviors Associated with Independence and Achievement in Male and Female Clients.

Pub Date 73
Note—212p.; Ph.D. Dissertation, University of Michigan
EDRS Price MF-$0.65 HC-$9.87
Descriptors—*Counselor Attitudes, *Counselor Characteristics, Counselor Evaluation, Counselor Performance, Females, Males, *Motivation, Sex (Characteristics), *Sex Differences, Sex Discrimination, Sexuality, Social Attitudes

This study analyzes the effects of client sex, counselor sex, and client behavior on the responses of counselors during the initial stages of the counseling interview. Four client behavior situations are used: independent behavior, dependent behavior, high high achieving behavior, and low achieving behavior. Numerous significant differences were found between the responses of clients which were a function of the sex of the client, the sex of the counselor and the behavior of the client. It was found that when clients exhibited behavior which was sex-appropriate by traditional sex-role norms, male counselors tended to evaluate clients by the client's success in coping with the environment and female counselors tended to evaluate clients by the clients' feelings about themselves. When clients' behaviors were not sex-appropriate, male and female counselors reversed their orientations to the clients. Many significant differences between male and female counselors were found when comparing their responses to the dependent male client and to the high achieving female client. Findings suggest that male counselors are more supporting than female counselors of dependence and high achievement in clients and that female counselors reveal their values and act upon them more directly than do male counselors. (Author)

ED 071 443 EM 010 691

Tobias, Sigmund; Duchastel, Philippe C.

Behavioral Objectives, Sequence, and Aptitude Treatment Interactions in CAI.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.
Report No—CAI-TM-57
Pub Date 1 Aug 72
Note—34p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Achievement, *Anxiety, *Behavioral Objectives, Comparative Analysis, Computer Assisted Instruction, *Programed Instruction, *Sequential Approach, Sequential Programs, Student Attitudes, Testing Problems

The interaction of behavioral objectives, sequence order, and test and state anxiety were investigated. The study had four purposes: 1) to examine the effects of objectives on achievement, 2) to investigate the effects of sequencing, 3) to study the interaction of availability of objectives and sequence, 4) to study the effects of objectives and frame sequence on both test and state anxiety. The results indicated that there were not main effects attributal to objectives, and that scrambling frame sequence did reduce achievement and increase program errors. It was expected that providing students with program objectives would have no effect in the logically organized program, but that achievement of students receiving objectives and a scrambled program should be facilitated. This interaction was not supported by the results. As expected, attitudes toward the program were more positive among students taking the logically sequenced material compared to those receiving the scrambled sequence. The fact that state anxiety was unaffected by either objectives or sequence was unexpected. (Author/JK)

ED 071 734 PS 006 203

Berens, Anne E.

Socialization of Need for Achievement in Boys and Girls.

Pub Date 72
Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)
Available from—American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036
EDRS Price MF-$0.65 HC-Not Available from EDRS.
Descriptors—*Achievement Need, Females, Grade 5, Interaction Process Analysis, Males, Mothers, *Parent Child Relationship, *Psychological Studies, Psychological Tests, Questionnaires, *Sex Differences, *Socialization, Tests
Identifiers—Endler Anxiety Scale, Mandler Sarason Test Anxiety Scale, TAT, Thematic Apperception Test

Socialization practices as they are directed at boys and girls and as they relate to need for achievement, especially to differences in levels of need, were compared in a study population of 42 fifth grade children, 21 boys and 21 girls, and their mothers. Both mothers and children were given the standard TAT measure scored for need for achievement; the children were given the Mandler-Sarason Test Anxiety Scale; and mothers were given the Endler Anxiety Scale. Mothers and children were given questionnaires to measure their different views of the socialization practices and interactions between them. Results of the study showed that low need for achieve-

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determined and compared to their supposed level of proficiency on the Functional Basic Word List for Special Pupils (Tudyman and Greaffe, 1958). Ss were low educable mentally retarded (EMR) students (CA 9-5 to 12-0, IQ 64-77, MA 6-6 to 9-7) and five matched emotionally disturbed students. Word sampling procedures were used in the development of procedures used to measure reading, written, and oral vocabulary levels. If S knew a group of four words at a certain vocabulary proficiency level, he was advanced to the next level, since knowledge of four random words at a level was found to indicate knowledge of all words at that level. Results indicated that testing procedures developed could be used to determine students' level of vocabulary proficiency. In general, the Ss could read the words that Tudyman and Greaffe suggested as expected for them. In addition, Ss knew the meaning of words at levels higher than those expected levels when tested orally. It was determined that the three tests (reading, written, oral vocabulary level) could be condensed into two tests by having Ss

services, and assessing effectiveness of programs. (KW)

ED 069 083 EC 050 166

Education for Mentally Retarded Children and Youth in Florida Public Schools.

Florida State Dept. of Education, Tallahassee. Div of Elementary and Secondary Education.

Pub Date Jun 72

Note—9p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classification, Educational Philosophy, *Exceptional Child Education, Identification, *Mentally Handicapped, *State Standards, Student Placement

Identifiers—*Florida

ment boys were getting inadequate support and too much control, low need for achievement girls were receiving support but no goals or standards were being set and there were inadequate controls, high need for achievement boys showed no significant differences in the reported amounts of any types of interaction, and high need for achievement girls reported significantly more positive interaction than negative control, but none of the other comparisons were significant. The important factors in the socialization of need for achievement appear to be expectations and demands for achievement and independence made at an appropriate age, around age 5 in this sample, coupled with positive interaction or support and a moderate amount of control. (DB)

ED 072 369 CG 007 726

Kaplan, H. Roy And Others

Human Relations Perspectives on Motivation: A Critical Appraisal.

Pub Date Aug 72

Note—24p.; Paper presented at the American Sociological Association meeting (67th, August 28-31, 1972, New Orleans, Louisiana)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Conference Reports, *Cultural Factors, Decision Making, Employee Attitudes, *Human Relations, Literature Reviews, Management, Models, *Motivation, Participation, Personality, *Personnel Management, *Personnel Policy, Self Actualization, Social Class, Work Attitudes

While the appellation of Human Relationist has fallen into disuse today vestiges of this tradition persist in many approaches to "humanize" organizations. In this paper, Human Relations assumptions about the motivation of workers and their desire for participation are analyzed and assessed in relation to empirical studies. A typology of models of participation is also developed to compare and evaluate workable methods of participation in organizations with the more idealistic alternatives offered by advocates of humanistic management and industrial humanism. The data indicate that Human Relationists may be overstating the utility and benefits derived from increased worker participation in organizational decision making, and their belief in the necessity for workers to self-actualize in their jobs is predicated upon assumptions which seem to ignore the influence that social class has on the motivations of workers. (Author)

ED 075 554 UD 013 545

Friend, Ronald M. Neale, John M.

Perceptions of Success and Failure by Disadvantaged Elementary School Children. Final Report.

State Univ. of New York, Stony Brook

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program

Pub Date Nov 72

Grant—OEG-2-71-0131

Note—21p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, Caucasian Students, *Disadvantaged Youth, *Elementary School Students, Individual Characteristics, Individual Power, *Motivation, Negro Students, *Perception, Racial Differences, Self Concept, Sex Differences, Social Differences, Socioeconomic Status, Urban Youth

Attribution theory provides a way of integrating achievement motivation which ties together the achievement motive and the sense of control variable (Coleman, et al.). In addition to this conceptual clarity, attribution theory has an advantaged in potential programs for implementing change. The research described here was directed toward an attribution theory analysis of academic achievement of Negroes. The purpose of the research was to systematically observe and evaluate causal factors in determining academic performance among subjects varying in social class and race. In the first study, attributions to the four factors of ability, effort, task difficulty, and luck were examined in order to determine their effects on feelings of pride shame and subsequent action. The second study focused on the basic premise of the present research, i.e., there are racial and/or social class differences in how success and failure are interpreted. One hundred and twenty Grade Five children were selected as subjects from three schools in a school district with a population which was heterogeneous in both social class and racial background. In the third study, self reward was used as a nonverbal indicant of the extent to which internal attributions are being made. Ninety-six fourth and fifth graders were tested. They were divided into six groups of 16 subjects each on the basis of sex, race, and socioeconomic status. (Author/JM)

ED 076 188 JC 730 112

Pressing, Paul P. Frost, Robert

Increasing Student Retention Through Application of Attitude Change Packages (and) Increasing GPA and Student Retention of Low Income Minority Community College Students Through Application of Nightengale Conant Change Packages; A Pilot STUDY.

Pub Date 73

Note—17p.; Paper presented at California Association for Institutional Research, May, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adults, *Autoinstructional Aids, *Changing Attitudes, *Independent Study, *Learning Motivation, Low Income Groups, Minority Groups, Post Secondary Education, *Self Concept, Tape Recordings, Technical Reports

Identifiers—*Nightengale Conant Attitude Change Packages

The first of two studies reported was conducted to determine whether unemployed aerospace engineers who received computer science training as well as the Nightengale-Conant attitude change packages would have a significantly higher course completion rate than control classes who were given the same training without the attitude change packages. The experimental class totaled 30. They listened to the Nightengale-Conant tapes and were given class instruction concerning attitudes and goals. Findings showed that Ss benefitted from both the occupational training and the experience of learning to set personal goals and to change attitudes. The second study was conducted to determine whether the application of Nightengale-Conant attitude change packages to low-income, minority community college students would increase their grade point averages and retention rates. Ss were 24 low-income minority students who enrolled in Fall 1972 at San Jose City College and were awarded California Extended Opportunity Program grants in aid. Tapes were checked in and out by student supervisors, little, if any, effort was made to discuss with students ideas on the tapes. Results showed that the GPA and retention rates of these students were higher than the GPA and retention rates of the comparable control group. (KM)

ED 076 375 SE 015 710

Koch, Dale Roy

Concept of Self and Mathematics Achievement.

Pub Date 73

Note—136p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,622, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Doctoral Theses, *Elementary School Mathematics, Grade 6, Instruction, Mathematics Education, *Research, *Self Concept, Student Characteristics, Teacher Characteristics

Identifiers—Research Reports

This study investigated the relation between student mathematics achievement, student self concept, teacher mathematics competence, and teacher self concept in traditional and individualized classes. A random sample of 602 rural sixth grade students and their 26 teachers were administered the "Tennessee Self Concept Scale," Jensen's "Test of Understandings of the Real Number System," and the "Comprehensive Test of Basic Skills." A significant relation was found between student self concept and mathematics achievement ($r = .25$). Further results are presented and discussed. (Author/MM)

ED 076 904 CG 007 999

Deci, Edward L. And Others

Sex Differences, Positive Feedback and Intrinsic Motivation.

Rochester Univ., N. Y. Management Research Center

Pub Date May 73

Note—14p.; Paper presented at the Eastern Psychological Association Convention (Washington, D.C., May 3-5, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, Feedback, Females, *Individual Power, Males, *Motivation, Motivation Techniques, Needs, Performance, Positive Reinforcement, *Reinforcement, Research Projects, Rewards, *Self Concept, *Sex Differences, Social Attitudes, Social Reinforcement

The paper presents two experiments which test the "change in feelings of competence and self-determination" proposition of cognitive evaluation theory. This proposition states that when a person receives feedback about his performance on an intrinsically motivated activity this information will affect his sense of competence and self-determination, thereby affecting his intrinsic motivation. Results of the experiments, performed with undergraduate students, indicate that positive verbal reinforcements decreased intrinsic motivation for females while they increased it for males, and that negative feedback decreased intrinsic motivation presumably by weakening the subject's feelings of competence and self-determination. These data, as well as other related studies, suggest that the traditional widespread use of external rewards and controls has had unintended, negative consequences on motivation and performance. This implies that we should begin to consider intrinsic motivation more carefully and structure reward and control systems which will be less likely to interfere with intrinsic motivation. (Author/SES)

ED 077 043 CS 500 266

Tate, Eugene Miller, Gerald R.

Resistance to Persuasion Following Counterattitudinal Advocacy: Some Preliminary Thoughts.

Pub Date Apr 73

Note—19p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Science Research, *Changing Attitudes, *Communication (Thought Transfer), *Interpersonal Competence, *Motivation Techniques, *Persuasive Discourse, Research Reviews (Publications)

The authors employ earlier research as a springboard from which to further investigate the relative resistance to counterpropaganda of attitude change resulting from counterattitudinal advocacy and from passive exposure to a persuasive message. Two hundred and twenty-six undergraduate students enrolled in summer session courses in sociology, political science, and education at a small Michigan college were asked to write (Counterattitudinal Advocacy condition) and read (Passive Reception condition) persuasive messages which would ostensibly be used to convince college freshmen to live on campus. Various other activities were also required of the subjects. Considering earlier conclusions and the implications which ensued, the results of this study were disappointing. There were no differences in the amount of resistance to immediate counterpropaganda conferred by counterattitudinal advocacy and passive message reception.

Earlier findings of greater immediate attitude change for those engaging in counterattitudinal advocacy were not replicated. Several possible explanations for the negative results are observed in the discussion of the study. (EE)

ED 078 936 PS 006 556

Koop, Robert G.

The Effect of Social and Cognitive Interaction Strategies on Children's Motivation to Achieve in School.

Oregon Univ., Eugene. Dept. of Curriculum and Instruction

Pub Date Feb 73

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25–March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Academic Achievement, Cognitive Development, Interaction, *Kindergarten, Learning Motivation, *Motivation Techniques, *Skill Development, *Social Reinforcement, Technical Reports

The purpose of this study was to determine whether achievement motivation can be taught by either of two approaches common to the kindergarten. After being pre-tested for motivational levels, subjects were randomly placed in three groups: (1) cognitive-direct teaching of components designed to enhance motivation, (2) Social-social interaction within self-selected activities, (3) Control-continuation of regular activities. These representative groups consisted of 82 kindergarten children. Significant growth in motivational level occurred in both cognitive and social groups as compared with the control group (.05 level). Incorporation of motivational [illegible] to kindergarten curricula appears advantageous. (Author)

ED 080 903 CG 006 898

Stanwyck, Douglas J. Felker, Donald W

Intellectual Achievement Responsibility and Anxiety as Functions of Self-Concept of Third to Sixth Grade Boys and Girls.

Pub Date 73

Note—21p.; Paper presented at the American Educational Research Association, 4-7 February 1973, New York, New York

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Academic Failure, Age Differences, *Anxiety, Elementary School Role, Elementary School Students, Measurement, Research Projects, *Responsibility, *Self Concept, Sex Differences

Identifiers—Children's Manifest Anxiety Scale, Intellectual Achievement Responsibility Questionnaire, Piers Harris Self Concept Scale

Three test instruments were used in a self-concept study of 373 school children in grades three through six: (1) the Piers-Harris Self Concept Scale, (2) the Intellectual Achievement Responsibility Questionnaire, and (3) the Children's Manifest Anxiety Scale. The study explored the relationship of self-concept to acceptance of responsibility for intellectual achievement and anxiety over intellectual failure, particularly as a function of age or sex. Results show that, across the grades, pupils with low self-concept gradually assume less responsibility for school success. Pupils with high self-concept gradually increase their acceptance of responsibility for success from grade three to five, maintaining a high level of acceptance in grade six. Girls consistently score higher than boys on measures of anxiety. Pupils with low self-concept show much higher anxiety levels in all grades examined than pupils with high self-concept. Boys with low self-concept showed a generally consistent decrease in anxiety from fourth grade to sixth. The authors anticipate that a longitudinal design study might indicate the establishment of self-concept levels prior to the third grade, in which case attempts to enhance self-concept would need to begin at the outset of the school experience. (Author/SMF)

ED 080 913 CG 008 076

A Proactive Guidance Approach Through Involvement.

Dependents Schools (DOD), Tokyo (Japan). Pacific Area District.

Pub Date Feb 73

Note—53p.; Paper presented at the American Personnel and Guidance Association Meeting, 9-12 February 1973, San Diego, California

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Classroom Environment, Curriculum Development, *Decision Making, Guidance, *Instructional Materials, Interdisciplinary Approach, Multimedia Instruction, *Self Concept, *Student Participation, *Teamwork

A proactive guidance approach focuses on the child's self-involvement in his decision-making and in his subsequent responsibility as an individual and as a member of an interacting society. The decision-making process places emphasis on the school's creation of a learning environment which enhances a child's natural inquisitiveness about himself and the work in which he lives. This approach utilizes a multidisciplinary orientation in implementing the educational program through team involvement of staff members and through a variety of classroom models. The booklet provides a detailed examination of specific concepts that characterize the proactive guidance approach as they relate to students, teachers, staff, parents, and curriculum. The major portion of the booklet consists of learning activities, of materials for projects, and of implementation suggestions for these ideas. (Author/LAA)

ED 081 009 CS 200 667

Hsia, H. J.

A Preliminary Report on Motivation and Communication Patterns of the Black, Chicano, White, and Affluent White in a Typical Southwest U.S. City.

Pub Date Aug 73

Note—110p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 19-23, 1973)

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Aspiration, Attitudes, Behavior, Black Community, Caucasians, *Communication (Thought Transfer), *Ethnic Groups, Interpersonal Relationship, Mass Media, Mexican Americans, *Motivation, *Socioeconomic Status, *Television Research

Identifiers—Lubbock (Texas)

Motivation and aspiration for a better life can be examined in relation to media behavior of random samples of the blacks, Chicanos, whites, and affluent whites in Lubbock, Texas. In such a study, no significant difference in motivation and aspiration, as influenced by media, can be found among ethnic and other groups. This phenomenon is likely the result of the ubiquitous availability of electronic and print media to all levels of society. These results throw doubt on the traditional McClelland contention that minority groups generally lack motivation. The findings also show no significant difference between the sexes' aspirations and motivations for work toward desired goals. Subjects demonstrated such behavior in tests of their viewing, listening, and reading, their interpersonal communication, their communication topics, their role-reversal playing for media control, their knowledge about governmental agencies, and their attitudes toward various local issues. Very few significant differences appeared among ethnic groups, however, more women than men disliked violent and pornographic television programs. (CH)

ED 081 479 PS 006 722

Bilky, Robert W. And Others

Parental Variables as Predictors of Student Self-Conceptions of Ability.

Pub Date Feb 73

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26–March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Performance, *Behavior Change, Behavior Theories, *Elementary School Students, Expectation, *Parent Attitudes, Parent Child Relationship, *Self Concept, Student Role

Identifiers—Michigan State Self Concept of Abilities Scale

Parental control of children's academic performance is discussed in terms of two perspectives in social psychology: behavioral modification and symbolic interactionism. A synthesis of the two approaches provides a multiple view of self-conceptual behavior, in which self-concept is considered a social psychological concept subject to variation across time and situations. This study dealt with fifth- and sixth-graders' verbalizations about their abilities and competencies associated with their roles as students. Self-report categories consisted of nine variables derived from the behavioral modification and symbolic interactional treatments of parental control. Child-parent pairs (N=120) from four communities served as subjects. Children's self-conceptualizations were assessed using the Michigan State Self Concept of Abilities Scale; parental behavior was assessed directly through interviews. Analysis of results indicated further empirical support for the notion that parents' evaluations are crucial in shaping children's self-conceptualizing behaviors with regard to their competence as students. The magnitude of all measured associations, however, was moderate to weak. Discussion of results concerned strategies to increase parental effectiveness in positively affecting children's academic attitudes and behavior. (DP)

ED 081 870 UD 013 779

Foulks, Sara L.

A Comparison of Suspended and Non-Suspended Fourth-Grade Students in Urban Low Socio-economic Level Schools on Two Measures of Self-Concept as-a-Learner.

Pub Date Jul 73

Note—141p.; Doctoral thesis, Walden University, New Orleans, La., July 1973

EDRS Price MF-$0.65 HC-$5.58

Descriptors—Age Differences, *Disadvantaged Youth, Economically Disadvantaged, Educational Diagnosis, *Elementary School Students, Negro Students, Racial Differences, *Self Concept, Self Esteem, Sex Differences, *Suspension, Urban Schools

Identifiers—Florida Key Scale, *Louisiana

The purpose of this study of fourth-grade students in the New Orleans Public Schools during the 1972-73 session was to achieve a better understanding of the characteristics, reasons for suspension, and self-concept of students suspended from low socio-economic schools. The idea that poor self-concept as a learner is a significant factor which differentiates the suspended student from the non-suspended student was conceptualized and tested. The study used a non-experimental design involving the use of ex post facto research. This design involved the pairing of 41 suspended students with 41 non-suspended students on the variables of age, sex, race, grade, and socio-economic level. Student self-reports on the Self Appraisal Scale and the teacher-student ratings within each group. The findings indicate that fourth-grade students suspended from low socio-economic schools are generally black males who are overaged for grade placement, deficient in academic skills, borderline or below in mental ability, and frequently absent from school. The suspended students' self-concept as a learner mean scores were significantly lower than those of the non-suspended students on the FKS. (Author/JM)

ED 081 880 UD 013 830

Beckum, Leonard Charles

The Effect of Counseling and Reinforcement on Behaviors Important to the Improvement of Academic Self-Concept. Technical Report Number 38.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SCRDT-TR-38

Pub Date Aug 73

Contract—NE-C-00-3-0061

Note—116p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*Academic Achievement, Achievement Gains, Behavior Change, Changing Attitudes, Disadvantaged Youth, *Elementary School Counseling, *Elementary School Students, Low Achievers, Negro Students, *Positive Reinforcement, *Self Concept, Social

Reinforcement, Student Attitudes, Tutorial Programs, Tutoring

Children from low income, ghetto, and minority groups tend to display a low level of performance in school and evaluated themselves as worse than most students on their school performance. This study examines the impact of self concept on academic achievement. It was hypothesized that (1) reinforcement of behaviors important to academic success increases achievement, (2) as academic achievement improves, academic self concept becomes more positive, and, (3) social rewards (verbal and written praise) are more effective than economic or token rewards (small amounts of money) in improving academic achievement. Forty-two black students with scores below the average of their class on achievement and self concept measures were selected for this study from grades four, five and six in one school. Teachers rated the students intellectual development on a four point scale both before and after treatment. The students were randomly assigned to one of three treatment groups for 12 weeks. Group one received intensive tutoring and counseling combined with token reinforcement. Group two received intensive tutoring and counseling combined with social reinforcement. Group three received no counseling or reinforcement. The subjects were pretested on academic and self concept measures, received their respective treatments, and were retested. The tutoring counseling was carried out by the experimenter in one hour sessions twice a week for each group. (Author/JM)

ED 081 929 CE 000 159

Veroff, Joseph And Others

Components of Achievement Motivation as Predictors of Potential for Economic Change, Volume I.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-24-70-15-1

Pub Date Jul 71

Note—260p.; Volume II available as PB-202 825 (CE000200)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 824, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—Expectation, *Job Training, Labor Market, *Measurement, *Motivation, *Personality Assessment, Prediction, *Predictive Measurement

The major goal of this research study was the identification and validation of measures of components of personal achievement orientations that can be used in the job training program context. The guiding conceptions for the research were based on Atkinson's theory of achievement motivation, Gurin's investigations of expectancies, and measurement guidelines of psychometric theory. The focus of this study was primarily on the identification and measurement of individual personality characteristics which may play an important role in a job trainees' capacity to obtain and maintain employment. (NTIS)

ED 081 965 CE 000 197

Bowen, Donald D.

An Evaluation of Motivational Similarity in Work Groups.

Yale Univ., New Haven, Conn. Dept. of Administrative Sciences.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMS-91-017-69-16-1

Pub Date Jun 71

Note—246p.; Ph.D. Dissertation, Yale University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-200 291, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, Cultural Differences, *Group Behavior, Group Norms, Job Satisfaction, *Motivation, National Norms, *Organization, Personality Studies, *Personality Theories, Personnel Selection, *Work Attitudes, Work Identifiers, *Organizational Research

For some time, cultural anthropologists have attempted to explain regularities of behavior in large groups (nations, tribes, etc.) through a series of studies generally known as "national character" or "modal personality" studies. The investigation reported here attempts to adapt the "modal personality" approach to organizational research. The major criticisms of earlier research in the anthropological tradition are reviewed and several suggestions are generated for developing a modal personality approach to organizational research. (Author)

ED 081 968 CE 000 200

Veroff, Joseph And Others

Components of Achievement Motivation as Predictors of Potential for Economic Change, Volume II.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-24-70-15-2

Pub Date Jul 71

Note—78p.; Volume I available as PB-202 824 (CE000159)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 825, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—Expectation, *Job Training, Labor Market, *Measurement, *Motivation, *Personality Assessment, Prediction, *Predictive Measurement

Volume I is the narrative and statistical account of a study identifying and measuring individual characteristics which may influence a job trainees' capacity to obtain and maintain successful employment. (CE000159) This is Volume II which contains appendix materials: Appendix A-Interview, B-Job History, C-Behavior Instructions and Score Sheet, D-Respondent Letters, E-Replication of Sommerfield Research (1969). (MS)

ED 082 079 CG 008 187

Locher, Maury

Dropouts Within College.

Pub Date Mar 73

Note—18p.; Paper presented at the Eastern Psychological Association Convention in Washington, D.C. on May 3-5, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, *Anxiety, Behavior, College Students, *Overachievers, Self Control, *Student Alienation, Student Attitudes, *Underachievers, Values

There are a number of apparent similarities between dropouts and academic achievers: both groups have been described as alienated and impulsive, and both can be difficult counselees because they reject some traditional values. This investigation focused on the behaviors and attitudes of a group of 23 male college sophomores who were academic underachievers, and a matched group of overachievers. Longitudinal interview data and test data were collected. The results supported the hypotheses that underachievers would be significantly more likely than overachievers to report and display "irresponsible" behaviors arising from impulsivity and anxiety over achievement in work situations. Cluster analyses of subjects' scores on the Omnibus Personality Inventory and Opinion, Attitude, and Interest Survey, together with interview data suggest the possibility of subgroup approach to underachievement. In addition, excerpts from the interviews illustrate the kinds of complex interactions that underachievers have with work, with teachers, and with those trying to intervene. (Author)

ED 082 089 CG 008 210

Holcomb, Margaret

Anxiety, Acceptance, and Achievement in Seventh-Grade Children.

Pub Date 72

Note—92p.; Master's Thesis

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, Adolescence, *Anxiety, *Child Development, Failure Factors, *Junior High School Students, *Peer Acceptance, Reading Level, School Environment, Success Factors

This report, after thoroughly surveying the literature on anxiety, acceptance, and achievement, focuses on the relationship between a child's anxiety, peer acceptance, reading level, and overall school achievement as part of child development. Eight seventh-grade classes served as subjects for the study which examined such variables as age, sex, socioeconomic level, scores on Iowa Tests of Basic Skills, Iowa Silent Reading Test, and Children's Manifest Anxiety Scale with L scale, and sociometric ratings of peers. Results show that anxiety does not relate significantly with the other variables under examination, with the exception of age. However, peer acceptance does reflect a relationship with school achievement, reading level, sex, and socioeconomic level. The author contends that since one justification for tracking students consists in freeing the child from the anxiety of competing with academically abler students, the absence of anxiety as a contributing variable supports the abolishment of such homogeneous groups. (Author/LAA)

ED 083 522 CG 008 434

Tennen, Howard

Perceived Effort Expenditure as a Factor in Achievement-Motivated Behaviors.

Pub Date 73

Note—12p.; Paper presented at the American Psychological Association Meeting, 26-31 August 1973, Montreal, Canada

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, *Behavior Development, Behavior Patterns, College Students, High Achievers, Low Achievers, *Motivation, *Performance Factors, Persistence, Risk, Success Factors

Two experiments are reported in which a cognitive (attributional) model of achievement motivation is applied to two achievement-related behaviors, persistence and selection of intermediate-risk tasks. Results of Experiment I indicated that S's perceived effort expenditure was related to persistence for high achievers. In Experiment II, high achievers made more intermediate risks than low achievers. There were no significant differences within achievement groups across public and private attributional conditions. Results were discussed in terms of establishing environmental conditions conducive to the performance of achievement related behaviors. (Author)

ED 083 538 CG 000 772

Sherk, John K., Jr. Manzo, Anthony V.

Humanistic Studies as a Component of College and Adult Reading Programs.

Pub Date Dec

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, December 1972). Humanistic Psychology Symposium

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adult Reading Programs, *College Programs, *Humanism, Individual Needs, *Language Instruction, Language Programs, Psychological Needs, *Reading Comprehension

A consideration of reading potentials could produce a more balanced outlook concerning the future of reading in our society. In working with students on the improvement of reading, we find that comprehension problems are often related to attitudes about language, facts, and accuracy that are opposed to the requirements of the learning situation. This is a humanistic problem. As a component of college and adult reading programs, some type of "language" dimension should be added to help students develop awareness and/or improvement in the following lan-

guage as language reading as an aspect of the language system, language practice vs. language potential, and students' current language status. Programs should also be developed to help those students who arrive on the college campus with deficits unrelated to intellectual deficiencies, skills, or physical handicaps, as a relationship has been seen to exist between mental and emotional health and academic success. (LL)

ED 084 210 SO 006 634

Lepper, Mark R.

Extrinsic Rewards and Intrinsic Motivation in Children. Final Report.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Office of Education (DHEW), Washington, D.C. Regional Research Program.

Pub Date Sep 73

Contract—OEC-9-72-0034(507)

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Attention Span, Behavior Change, Classroom Techniques, Experiments, *Goal Orientation, Individual Power, *Interests, *Locus of Control, *Motivation, Preschool Children, *Rewards, Self Concept

Three experiments were conducted to examine the effects of providing extrinsic rewards for engaging in an activity on children's subsequent intrinsic interest in that activity. In each study, preschool children were asked to engage in an activity of initial intrinsic interest in individual experimental sessions. The children agreed to engage in this target activity under three different reward conditions. After these sessions, unobtrusive measures of the children's subsequent intrinsic interest were obtained during a series of free-play periods. In each of the studies, results indicated that asking children to engage in an activity of initial interest as a means to some ulterior end proved a consistently effective technique for undermining these children's intrinsic interest in that activity. In addition, the results indicated that close adult surveillance also produced a similar decrement in subsequent intrinsic interest. Suggestions to maintain children's intrinsic motivation included: 1) systems of extrinsic reward systems should be employed only when necessary to elicit the desired behavior pattern, and 2) when necessary, such programs should attempt to employ the least powerful rewards when required to produce the desired behavior change. (Author/KSM)

ED 084 487 CG 008 522

Miller, Sheila J.

Parent Child Relations and Women's Achievement Orientations.

Spons Agency—Kansas Univ., Lawrence.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 73

Note—12p.; Paper presented at the American Sociological Association Meeting, 27 through 30 August 1973, New York, New York

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Achievement, Achievement Need, Family Influence, Females, Goal Orientation, *Motivation, Occupational Aspiration, *Parent Child Relationship, *Parent Influence, Sex Differences

This speech relates the results of a study designed to discover what combination of loving-or-rejecting and casual-or-demanding mothers and fathers is likely to produce the highest achievement orientations among girls and what combination of parent-child relations is least productive of achievement orientations. The data for this study came from the questionnaire responses of 949 girls who were seniors in high school in 1967. The self-administered questionnaire included a scale of parent-child relations as well as measures of actual achievement (average high school grades) and aspirations for achievement (educational and occupational expectations). The highest overall achievement orientation was found among girls whose mothers were loving and demanding while their fathers were rejecting and casual. In contrast the lowest achievement-oriented girls had mothers who were rejecting and casual and fathers who were loving and demanding. This reversal demonstrates that the particular combination of relationships with both parents is an important element in the achievement orientations of young women. The combinations of parent-child relations associated with high achievement orientations for girls was markedly different from those for boys. (Author/LP)

ED 084 488 CG 008 523

Parker, Paul J.

The Systematic Desensitization of High Debilitating Test Anxious College Students by Relaxation and Assertion.

Pub Date Apr 73

Note—12p.; Paper presented at the Southwestern Psychological Association Meeting, 4 April 1973, San Antonio, Texas

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Anxiety, Attitudes, Behavior, *Behavior Change, College Students, *Desensitization, *Progressive Relaxation, Psychotherapy, *Testing Problems

Identifiers—*Achievement Anxiety Test

The present study compared the effects of assertion with that of progressive relaxation training in systematic desensitization. Nineteen Ss were selected on the basis of exemplifying high debilitating test anxiety according to Alpert and Haber's (1960) Achievement Anxiety Test. Results showed that test anxious Ss who received either relaxation or assertive training experienced a significantly greater reduction in debilitating test anxiety on both the post- (p less than 0.001) and six week follow-up (p less than 0.01) measures than no-treatment control Ss with corresponding pre-treatment scores. Although the post-treatment measure indicated that relaxation was significantly more effective than assertion, the six week follow-up failed to reveal a significant difference between the two parameters. In addition, assertive training was shown to bring about a significant reduction in test anxiety in almost half the time as relaxation. (Author)

ED 084 489 CG 008 530

Whitmore, Joanne Rand

The Modification of Undesirable Attitudes and Classroom Behavior Through Constructive Use of Social Power in the School Peer Culture.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-36

Pub Date Aug 73

Contract—NE-C-00-3-0061

Note—208p.

EDRS Price MF-$0.65 HC-$7.87

Descriptors—*Behavior Change, *Discipline Problems, Elementary School Students, Leadership, Locus of Control, Low Income Groups, Models, Peer Groups, *Reinforcement, *Self Concept, Social Behavior, Student Attitudes, *Youth Leaders

A student leadership program was implemented in an elementary school to increase the social value of constructive (appropriate) classroom behavior and to generate more positive pupil attitudes toward self and school. The specific aims of the intervention were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve classroom climate. The Ss were low-income black students in grades 4, 5 and 6. Eight teachers and 280 peers identified 64 actual or potential social leaders who were randomly assigned to experimental or control conditions. Teachers classified the Ss as generally positive or negative in attitudes and behavior. The effects of the intervention upon attitudes of leaders were determined by measures of self-concept, locus of control, social efficacy, and attitudes toward school. Periodically, subject behavior was rated by teachers and coded by naive observers. Participation as leaders did reduce the tendency of subjects with negative attitudes and behavior to become increasingly negative. Males, especially, increased their sense of efficacy and internal acceptance of responsibility. The highest post-intervention self-reports came from the most successful leaders (as ranked by the experimenter). (Author/LP)

ED 085 106 PS 007 014

Hoffman, Martin L.

Toward a Developmental Theory of Prosocial Motivation.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date Aug 72

Note—10p.; Paper presented at the National Institute of Child Health and Human Development Workshop (Elkridge, Maryland, May 16, 1972); Developmental Program, Report #7; For related document, see PS 007 018

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Affective Behavior, *Behavior Development, Behavior Patterns, *Concept Formation, *Early Childhood, Empathy, Learning Processes, *Motivation, Role Perception, Social Behavior, *Socialization

Identifiers—*Guilt, Role Taking, Sympathy

This paper presents a summary of behavioral concepts that together provide the outline of a possible developmental theory of prosocial motivation. These concepts, based on human role-taking capacities, include empathic distress, sympathetic distress, personal guilt, and existential guilt. At first, a child cannot discriminate between himself and others in emphatic distress. Then he learns to discriminate and can feel sympathy for others through four developmental stages: (1) the child's assumption of the other's feelings are first based on the projection of his own feelings, even though his objective is to relieve the other's distress; (2) the child becomes aware that the other's perspective is different from his own, and guesses what his feedback should be; (3) the child synthesizes his empathic distress reaction to the other's feelings in a situation with a cognitive construction of the other's general misfortune, and (4) the child can comprehend the plight of entire groups of people. The concept of personal guilt is described as a synthesis of sympathetic distress and an awareness of being the cause of the other's distress. Existential guilt, which is the last concept, is described as coming from a realization that a person is enjoying what others cannot enjoy, or is not suffering what others suffer. Anecdotal examples of each prosocial behavior concept are given. (SET)

ED 085 109 PS 007 018

Hoffman, Martin L.

Empathy, Role-Taking, Guilt, and Development of Altruistic Motives.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Jun 73

Note—69p.; Paper presented at the National Institute of Child Health and Human Development Workshop (Elkridge, Md., May 1972); Revised form of paper presented at the Annual Meeting of APA (80th, Honolulu, Hawaii, Sep. 2-8, 1972); For related document, see PS 007 014

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Age Differences, *Altruism, Behavior Patterns, *Cognitive Development, Concept Formation, *Early Childhood, Emotional Development, *Empathy, *Motivation, Self Concept, Social Behavior, Socialization

Identifiers—Guilt, Role Taking

This paper presents the theory that altruistic motives develop out of the synthesis of empathic distress and the child's increasingly sophisticated cognitive development, especially his level of self-other differentiation. An examination of empathy and the sense of other is included, followed by a discussion of empathic distress, various forms of sympathetic distress, cognitive mediation, personal and existential guilt, and some hypotheses about socialization that derive from the theory. A review of research on object permanence in infants, role taking in early childhood, and identity in later childhood is also included. (SET)

ED 085 410 TM 003 351

Hanbut, James J.

The Contribution of School and Non-School Inputs to Student Achievement. Final Report.

Ohio State Univ., Columbus. Research Foundation

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants

Bureau No—BR-2-0653

Pub Date Sep 73

Grant—OEG-0-72-1416

Note—63p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, *Achievement Gains, *Educational Research, Grade 4, High Achievers, *Learning Processes, Low Achievers, Parent Child Relationship, Parent Influence, Questionnaires, *Resource Allocations, School Activities, Schools

The objective of this study is to estimate and analyze the relationship between learning inputs and student achievement. Emphasis is given to separating the impacts of school and non-school learning inputs. Student study time has a positive impact and time watching television a negative impact on learning practical skills such as arithmetic computations and spelling. The impact on more conceptual language and arithmetic skills is smaller and sometimes reversed. The qualitative aspects of teacher and parent teaching inputs are highly substitutable. Lower achieving students are more dependent on teachers than higher achieving students because they have less educated parents and access to fewer other non-school learning inputs. They attempt to compensate by studying more and obtaining more help from their less educated parents, but the teacher is their primary skilled teaching input. Consequently, schools have a greater marginal impact on lower achieving students. They tend to equalize achievement among all students even when poorer quality resources, in particular teachers, are allocated to lower achieving students. Greater equalization could be obtained by allocating the higher quality school resources to lower achieving students. Parent, student, school and teacher questionnaires appear in the appendix as well as several zero-order correlation matrices. (Author)

ED 085 577 CE 000 767

Salinger, Ruth D.

Disincentives to Effective Employee Training and Development.

Civil Service Commission, Washington, D.C. Training Management Div.

Pub Date 73

Note—146p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Case Studies, Educational Development, *Educational Opportunities, Federal Government, *Government Employees, Literature Reviews, *Motivation, Organizational Development, Personnel, Personnel Evaluation, Surveys, Training Allowances, *Vocational Development

The purposes of the study were to identify disincentives to effective employee training and development in government agencies and to recommend means of offsetting them. The three stages of the study were (1) an initial search for information including a survey of employee development specialists, a literature search, a review of the findings of a special study on utilization and productivity, and a review of the previous "Decision to Train" study, (2) development of working hypotheses as they applied to executives, managers and supervisors, employee development specialists (EDS), and employees, and (3) indepth studies to test the hypotheses. A budget study showed that little long-range planning for training and development is carried out at top levels. Disincentives to training occur as a result of personnel ceiling reductions and restrictions on travel. A study was made of the role of employee development specialists. Indepth case studies were carried out in three Federal agencies representing varied missions, organizational structures, sizes, and grade levels and occupations, by questionnaire and interview. It was found that supervisors and managers train and develop employees unsystematically and mostly for short-term objectives. (MS)

ED 085 608 CG 008 384

Holmgren, Carl A.

An Assessment of the Possible Relationship of the Practice of Meditation to Increases in Attentiveness to Learning.

Pub Date Dec 72

Note—46p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Achievement, *Attention Control, Empathy, Grade 7, Junior High School Students, *Learning, *Learning Activities, Listening Skills, Personal Growth, *Program Evaluation, Research Projects, *Self Actualization, Teacher Education

Identifiers—*Meditation

A group of 24 seventh grade students was involved in a meditation (zen) experience as a means of assessing the relationship of meditation to learning. Using a simple rote memory task as both a pre-test and a post-test the experimental group (N=16) showed a significant increase (.01) in the number of objects recalled, whereas with the control group no significant increase occured. This suggests that meditation, which leads to greater self-awareness, facilitates greater attentiveness to learning. However, on a second post-test given six months after the meditation experience had ended, no significant increases were noted between the post-tests of either group. The experimental group, though, had not continued the meditation practice after termination of the program suggesting the process had not been fully internalized during the time they had been involved in the actual meditation experience. (Author)

ED 085 613 CG 008 496

Hughes, Frances White

Self-Concept Development in Inner-City Seventh Grade Youth as Affected by the Influence of Community School Counseling on Significant Others.

Pub Date 72

Note—270p., Ph.D. Dissertation, Catholic University of America

EDRS Price MF-$0.65 HC-$9.87

Descriptors—Counseling Effectiveness, *Disadvantaged Youth, Doctoral Theses, Parent Child Relationship, *Parent Counseling, *Parent Influence, *Parent School Relationship, Research Projects, Role Theory, *Self Concept, Socialization, Urban Education

The primary objective in this study was to determine the extent to which counseling with significant adults (parents) for the purpose of modifying their attitudes, values, and behavior would manifest itself in the self-concept centered attitudes and values of their children after 13 weeks. A secondary purpose was to determine the effectiveness of the community school (3 to 9 P.M.) in creating for itself an ancillary guidance role to enhance and extend the services of the core program (9 A.M. to 3 P.M.). Subjects were 188 inner-city seventh grade youth from five participating junior high schools in Washington, D.C. Pretest-posttest gains of the subjects were determined by the California Test of Personality. Other participants were subjects' parents, who received the counseling and applied at home what they learned. There were three treatment groups: structured, unstructured (placebo), and control (nontreatment). Statistically significant gains were observed in the posttreatment awareness of the subjects in selected self-concept centered personal and social life adjustment techniques. The structured group process proved more effective than the unstructured group process for the 13-week period. In the flexible community school program, mortality was minimal. (Author/LP)

ED 085 617 CG 008 521

Miller, G. Dean, Ed.

Additional Studies in Elementary School Guidance: Psychological Education Activities Evaluted.

Minnesota State Dept. of Educatson, St. Paul. Pupil Personnel Services Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—445p.

EDRS Price MF-$0.65 HC-$16.45

Descriptors—Communication Skills, *Elementary School Guidance, *Elementary School Teachers, Guidance Programs, *Parent School Relationship, Peer Relationship, Program Evaluation, *Psychoeducational Processes, *Self Concept, Student Development

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This publication, fourth in a series on elementary school guidance, focuses primarily on three target populations counselors are committed to serve: children, teachers, and parents. It contains a collection of controlled studies and the impact of counselor effort on a variety of important guidance outcome variables: selfconcept, peer status, attitude toward school, and interpersonal communication skills of teachers and parents. In virtually all of the research reported, the positive influence of counselor-led activities is a result of some designated competence applied in a systematic way to a specific need of children, teachers or parents. It appears that psychological education, like cognitive learning, is most successful when learning activities are relevant and presented in an orderly manner over time. (Author/LP)

ED 086 349 PS 007 055

Speiss, Jeffrey M. Speiss, Madeleine L.

Reinforced Readiness Requisites: A Culturally Relevant Behavior Modification Program for Mexican-American, Indian and Black Children.

Pub Date Aug 73

Note—8p., Paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973); Reproduced from best available copy

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Academic Achievement, American Indians, *Behavior Change, *Disadvantaged Youth, Intervention, Mexican Americans, *Motivation, Negroes, *Reinforcement, Remedial Programs

The Reinforced Readiness Requisites (RRR) program was developed to provide Mexican-American, Indian and Black children with the necessary motivation for learning. Comprised of a three-stage behavior modification strategy to improve substandard academic performance, RRR utilizes tangible rewards with the additional components of token and intermittent reinforcement schedules to prevent performance decrement once tangible sources of reinforcement are withdrawn. Results from two field tests reveal that (1) experimental subjects performed significantly better than controls, (2) experimental subjects showed substantial gain from pretest to post-test, and (3) subjects maintained their performance in the absence of tangible rewards. (Author/DP)

ED 085 640 CG 008 581

Hubbard, W. Donald Zajano, Nancy

Group Conferences to Promote Self-Directed Prosocial Behavior: 1971-72 Field Test Report.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-255

Pub Date Jul 73

Contract—NE-C-00-3-0065

Note—75p., Report from the Quality Verification Section

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Change, *Conferences, Decision Making, Elementary School Students, Feedback, Field Studies, *Group Dynamics, *Motivation, Reinforcement, Research Projects, *Self Control, Student Behavior

This paper reports the findings of a field test of the motivational-instructional procedure group conferences to promote self-directed prosocial behavior. The field test was carried out in eight Wisconsin multiunit schools. Each school or unit developed its own list of prosocial behaviors which was used to measure the progress of all pupils. Different numbers of pupils from the schools were then chosen to participate in small-group conferences in which specific behaviors were

discussed and individual goals were set. The main conclusions were that (a) participating pupils improved significantly on those self-directed prosocial behaviors discussed in conferences, (b) this improvement was maintained when assessed six to eleven weeks after conferences ended, and (c) although the pupils chosen for conferences manifested significantly fewer prosocial behaviors before the conferences than those students not included, they manifested as many at the end of the conference period. It is assumed that schools would not normally end a conference period until their goals were met. The design of the field test, however, included a period without conferences to evaluate the long-term effects of the procedure. The overall conclusion derived from the field test is that the motivational-instructional procedure is a viable means to increase the incidence of pupils' self-directed prosocial behavior. (Author)

ED 087 557 PS 007 067

Stephens, Mark W.

Parent Behavior Antecedents, Cognitive Correlates and Multidimensionality of Locus of Control in Young Children.

Pub Date Aug 73

Note—12p.; Longer version of a paper presented at the Annual Convention of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Patterns, *Intellectual Development, *Locus of Control, Mothers, *Parent Child Relationship, Parent Education, *Preschool Children, *Self Concept

A discussion of parent behavior antecedents, cognitive correlates, and the multidimensionality of locus of control in young children includes reports of several different experiments. Results indicated that development of internal control expectancies is correlated with cognitive-intellectual development. Maternal behaviors were studied through a structured observation technique. The maternal behavior variable most consistently related to the child's internal-external control (IE) was "quality of the total relationship". There is fairly conclusive evidence for the efficacy of manipulating IE in early childhood through parent education and consultation programs. (SBT)

Journal Articles

EJ 065 799 010 CG 505 100
Approval Motive and Self-Estimates Of Academic Performance Petzel, Thomas P., *Journal of Consulting and Clinical Psychology*, v39 n2, pp199-201, Oct 72
*Academic Performance, *Testing, *Motivation, *Performance Factors, *Self Evaluation, College Students
The results indicate that high-approval-motivated Ss were significantly more accurate in their expectancy ratings than low-approval-motivated Ss, and were significantly lower in their numerical estimates than low-approval-motivated Ss. (Author)

EJ 066 041 090 CG 504 969
Client Motivation and Rehabilitation Counseling Outcome Salomone, Paul R., *Rehabilitation Counseling Bulletin*, v16 n1, pp11-20, Sep 72
*Motivation, *Rehabilitation Counseling, *Rehabilitation Programs, *Behavior Patterns, Individual Characteristics
This study investigated the relationship between client motivation or lack of motivation for rehabilitation services and rehabilitation counseling outcome. Using the case-closure system of the Minnesota Division of Vocational Rehabilitation, the results were that motivated clients were more frequently "closed employed" than unmotivated clients. (Author)

EJ 066 056 090 VT 504 192
Counseling Techniques For Handling Powerful Others MacDonald, A. P., Jr., And Others, *Journal of Rehabilitation*, v38 n6, pp23-25, Nov-Dec 72
*Success Factors, *Behavioral Counseling, *Rehabilitation, *Motivation Techniques, *Individual Power, Goal Orientation, Behavior Development, Behavior Change, Behavior Theories, Techniques
The perception of self-determination (internal control orientation) as a counseling technique for client motivation in rehabilitation programs. (AG)

EJ 066 418 180 SE 506 682
A Report on the Youth Conservation Corps...Motivating Teenagers Dickerson, A. LaVerne, *Nature Study*, v26 n2, pp3-5, Sum 72
*Employment Experience, *Motivation, *Youth [illegible], Youth Programs, Behavior, Conference Reports, Relevance (Education)

EJ 067 344 490 CG 505 068
Participation, Influence, and Satisfaction in Group Decision Making Wood, Michael T., *Journal of Vocational Behavior*, v2 n4, pp389-399, Oct 72
*Group Dynamics, *Decision Making, *Participation, *Motivation, *Training Laboratories, Attitudes, Role Theory
It was concluded that participation may be associated with favorable role attitudes through different motive-attainment mechanisms in the group decision-making process. (Author)

EJ 067 542 040 EA 503 196
Personal and Role-Related Factors in the Development of Organizational Commitment Hrebiniak, Lawrence G., Alutto, Joseph A., *Administrative Science Quarterly*, v17 n4, pp555-573, Dec 72
*Role Theory, *Motivation, *Job Satisfaction, *Work Attitudes, *Organizational Climate, Nurses, Vocational Adjustment, Work Environment, Statistical Analysis, Teachers
An empirical study of 318 elementary and secondary school teachers and 395 registered nurses examines the relationship between personal and role-related factors and commitment to the employing organization. Results of multivariate tests indicated that levels of tension and number of years experience are the most important variables explaining commitment and also that, to a lesser degree, dissatisfaction and sex are related. (Author/DN)

EJ 069 343 080 RC 501 141
Building Student Involvement Through Nonverbal Communication French, Russell L., *Tennessee Education*, v2 n2, pp5-9, Sum 72
*Cues, *Motivation, *Nonverbal Communication, *Student Participation, Environmental Influences, Teacher Behavior
The nonverbal elements of communication, as they pertain to education, act as cues to students. (NQ)

EJ 069 920 260 CS 705 152
John Updike's "A&P": The Establishment and an Emersonian Cashier Porter, M. Gilbert, *English Journal*, v61 n8, pp1155-58, Nov 72
*Urban Youth, *Literature, *Fiction, *Human Dignity, *Social Values, Urban Culture, Urban Environment, Moral Criticism, Secondary Education

EJ 070 228 310 CG 505 251
The Role of Rewards and Reinforcements in Early Education Programs: II: Fostering Intrinsic Motivation to Learn Brophy, Jere E., *Journal of School Psychology*, v10 n3, pp243-251, Sep 72
*Reinforcement, *Rewards, *Early Childhood Education, *Motivation, *Learning Theories, Teacher Education, Teachers, Preschool Programs, Preschool Children, Teacher Behavior
Teacher Training should prepare teachers to develop intrinsic motivation to learn in children, [illegible] with extrinsic rewards. Examples of teacher behaviors believed necessary for fostering intrinsic motivation to learn are provided, along with suggestions for training teachers to use them in the classroom. (Author)

EJ 070 451 450 AA 514 433
Motivation and Morality Wilson, John, *Journal of Moral Education*, v2 n1, pp25-9, Oct 72
*Behavioral Science Research, *Behavior Theories, *Motivation, Moral Development, Cognitive Processes, Behavior Patterns, [*Moral Education]
Much research in the field of moral behavior is vitiated by the prevalence among researchers of a behaviouristic conception of motivation which ignores the importance of reasons in guiding behavior. It is argued that this neglect is dangerous and that researchers must take more account of them if their work is to have real relevance for moral education. (Editor)

EJ 070 452 450 AA 514 434
Motivation and Morality: A Response to John Wilson Wright, Derek, *Journal of Moral Education*, v2 n1, pp31-4, Oct 72
*Behavioral Science Research, *Motivation, *Research Criteria, *Behavior Patterns, Cognitive Processes, Research Utilization, [*Moral Education]
This response to AA 514 433 argues that the antithesis between reason and cause is not as sharp among experimental psychologists as John Wilson supposes. (Editor)

EJ 070 808 040 AA 514 879
Must They Compete? Must We Compare? Watson, James, *Teacher*, v90 n6, pp65, Feb 73
*Academic Achievement, *Teacher Influence, *Student Evaluation, *Achievement Need, *Student Motivation, Achievement Rating
Approaches to minimize the detrimental elements of competition and comparison. (Author)

EJ 070 915 070 CS 705 397
Need Affiliation and Achievement: Declining Sex Differences Lunneborg, Patricia W.; Rosenwood, Linda M., *Psychological Reports*, v31 n3, pp795-98, Dec 72
*Psychological Studies, *Sex Differences, *Self Concept, *Interpersonal Relationship, *Achievement Need, College Students, Females, Stereotypes

EJ 071 219 140 CG 505 363
Toward a Self-Renewing School Alschuler, Alfred, *Journal of Applied Behavioral Science*, v8 n5, pp577-600, 72
*Case Studies (Education), *Educational Innovation, *Motivation Techniques, *Educational Programs, *Psychoeducational Processes, Behavioral Sciences, Change Agents
This case study describes the use of OD strategies to introduce psychological curricula in a community college. The author hypothesizes that the success of the intervention was due to the combination of three factors: favorable historical antecedents, the nature of the intervention, and continuous leadership by key administrators before and after the intervention. (Author)

EJ 071 336 140 SP 501 673
A Talk With William Glasser Glasser, William, *Learning*, v1 n2, pp28-29, Dec 72
*Success Factors, *Failure Factors, *Motivation, *Teacher Influence, Academic Achievement, Achievement Need
Reducing failure in the schools is the main task investigated in this interview. (BB)

EJ 072 324 510 AC 502 332
An Experience-based Program on Motivation Donovan, James L., *Training and Development Journal*, v27 n2, pp44-6, Feb 73
*Motivation, *Training, *Instructional Methods, *Participant Involvement, Programs
Participative training in a [illegible]-part model. (Editor)

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EJ 072 514 040 UD 502 088
Motivating Adolescents' Achievements Altshuler, Alfred; Irons, ... Bruce, *Urban Education*, v7 n4, pp323-40, Jan 73
*Student Motivation, *Academic Achievement, *Motivation Techniques, *Classroom Environment, *Educational Improvement, Adolescents, Student Seminars, Program Descriptions
Reviews the rationale and research supporting achievement motivation training, the most extensively studied prototype psychological education course. (DM)

EJ 074 132 060 PS 502 533
Effects of Uncertainty Reduction, Material Rewards, and Variety on Children's Choice Behavior Feldstein, Jerome H., *Journal of Experimental Child Psychology*, v15 n1, pp125-36, Feb 73
*Rewards, *Stimulus Behavior, *Motivation, Reinforcement, Grade 4, Task Performance, Data Analysis, [*Uncertainty Reduction]
Experiment was designed to isolate the incentive properties of uncertainty reduction (information) from those of material reward value and variety in a binary, competitive reward situation. (Author)

EJ 078 858 040 AA 516 011
Motivating Urban Minority Group Youth Hood, Elizabeth F., *Education*, v93 n4, pp362-6, Apr-May 73
*Negro Students, *Low Achievers, *Urban Youth, *Motivation, *Social Factors, School Role
Paper discusses the etiology of low educational achievement in black students and the inequalities in the social system which render black youth the victims of unjust social policies. (Author)

EJ 079 381 150 AC 502 533
Every Employee a Winner Kafka, Vincent W., *Training and Development Journal*, v27 n6, pp16-22, Jun 73
*Motivation Techniques, *Management Development, *Philosophy, *Perception, *Management Systems, Human Resources, Employee Attitudes, Self Evaluation, Symbolism
Illustrates the Perceptive Management System, which has been developed as a practical approach to helping managers solve the many people situations which confront them. (Author)

EJ 081 488 270 CG 506 004
The Achievement Motivation Workshop McMullen, Ronald S., *Personnel and Guidance Journal*, v51 n9, pp642-645, May 73
*Workshops, *Student Participation, *Motivation, *Motivation Techniques, *Counseling Programs, Student Needs
This article describes the nature of a psychological education device called an achievement motivation workshop and how it works along with implications for its use by counselors. (JC)

EJ 081 532 270 SO 502 009
Praise and Group Competition as Motivating Incentives for Children Senior, Kathleen; Brophy, Jere, *Psychological Reports*, v32 n3, pp951-958, June 73
*Motivation, *Learning Motivation, *Student Motivation, *Group Activities, *Peer Relationship, Performance, Academic Achievement
Competition may not be a desirable incentive in view of its possible negative side effects. Praise appears simpler and equally effective.

EJ 081 702 310 CG 505 907
The Reinforcement Hierarchy Forness, Steven R., *Psychology in the Schools*, v10 n2, pp168-177, April 73
*Behavior Change, *School Psychologists, *Reinforcement, *Learning Theories, *Motivation, Reinforcers
Reinforcement hierarchy implies movement along a continuum from top to bottom, from primitive levels of reinforcement to more sophisticated levels. Unless it is immediately obvious that a child cannot function without the use of lower-order reinforcers, we should approach him as though he responds to topmost reinforcers until he demonstrates otherwise. (Author)

EJ 082 209 AA 516 288
Differentiated Effects of Levels of Questioning on Student Achievement Ryan, Frank L., *Journal of Experimental Education*, v41 n3, pp63-7, Spr 73
*Questioning Techniques, *Student Reaction, *Achievement, *Multiple Choice Tests, *Recall (Psychological), Elementary School Students, Tables (Data), Analysis Of Variance, Teacher Guidance, Post Testing
The purpose of the present study was to ascertain the difference, if any, in high level and low level achievement among three groups of students. (Author/RK)

EJ 082 245 AA 516 324
Assessment of Achievement Motives: Comments and Suggestions Nygard, Roald; Gjesme, Torgrim, *Scandinavian Journal of Educational Research*, v17 n2, pp39-46, 73
*Educational Research, *Academic Achievement, *Achievement Need, *Motivation, *Measurement, Learning Characteristics, Academic Failure, Validity
In this article some problems, such as the tests employed to assess motivation, are considered together with suggestions for developing an instrument more in accordance with the achievement motivation theory as represented by the McClelland-Atkinson tradition. (Author/RK)

EJ 082 298 AA 516 412
Self-Concept As Cause Spears, William D.; Deese, Mary Ellen, *Educational Theory*, v23 n2, pp144-52, Spr 73
*Self Concept, *Predictive Measurement, *Evaluation Criteria, *Motivation, *Aristotelian Criticism, Behavioral Science Research, Data Analysis
The purpose of this paper is to provide a logical analysis of the concept, Self Concept, and an appropriate translation of the construct into methodology. (Author/RK)

EJ 082 368 AA 516 487
More Ways to Motivate Klienert, John, *Instructor*, v83 n1, pp88-90, Aug-Sep 73
*Motivation, *Learning Motivation, *Motivation Techniques, Educational Interest, Positive Reinforcement, Needs, Student Motivation, Behavior
The extent to which motivational strategies work with individual learners is closely related to the extent that they satisfy or reward fundamental human drives toward achievement, acceptance, knowledge and activity. (Author)

EJ 083 610 UD 502 527
Comment on "Toward an Understanding of Achievement-Related Conflicts in Women" by Matina S. Horner Robbins, Lillian; Robbins, Edwin, *Journal of Social Issues*, v29 n1, pp133-137, W 73
*Achievement Need, *Psychological Studies, *Sex Differences, *Occupational Aspiration, *Research Methodology, Academic Achievement, Occupational Choice, Academic Aspiration, Females, Sex Discrimination
Presents new data suggesting the need for more broadly-conceived data bases before broad conclusions about motivation can be made, and calling for a reevaluation of the concept of success. (Author/JM)

EJ 084 425 EA 504 065
JACS: A Behavior Modification Program That Works Bright, R. Louis; Vincent, Jerry J., *Phi Delta Kappan*, v55 n1, pp17-19, Sep 73
*Behavior Change, *Remedial Programs, *Compensatory Education Programs, *Motivation, *Individualized Instruction, [*Texas Juvenile Achievement Center, JAC]
Describes a program at the Juvenile Achievement Center in Waco, Texas, that serves students rejected in regular school programs because of overt behavior problems, social maladjustment, academic deficiencies, and poor self-concepts. (Author/JF)

EJ 085 274 SO 502 139
Relationships between Causal Attributions and Expectancy of Success McMahan, Ian D., *Journal of Personality and Social Psychology*, v28 n1, pp108-114, Oct 73
*Social Psychology, *Achievement, *Expectation, Behavior Patterns, Models, Success Factors, Failure Factors
A model of achievement behavior incorporates the findings that attributions to ability and task were associated with high expectancies following success and low expectancies following failure, and that attributions to effort and luck were associated with low expectancies following success and high expectancies following failure. (Author/KM)

EJ 085 297 SO 502 161
Class Performance as a Function of Student Achievement and Type of Learning Material Cashen, Valjean M.; Leicht, Kenneth L., *Psychological Reports*, v33 n1, pp157-158, Aug 73
*Achievement, *Concept Formation, *Academic Performance, Instructional Materials, Learning Processes, Psychological Studies
It was predicted that high-scoring students would be better able to answer correctly questions directed at knowledge of principles and that this superior knowledge would result in better performance on questions on trivial materials as well. (Author/KM)

EJ 085 386 SP 502 140
The Junior College Self-Actualizing, Drive-Reducing All-Purpose Motivational Fulfillment Machine: Every Ego Has Its Price Monte, Christopher F.; Lifneri, Frank R., *Contemporary Education*, v45 n1, pp42-7, F 73
*Junior Colleges, *Student Motivation, *Motivation, Self Actualization
Two current cognitive models of motivation seemingly imply that contemporary Junior College attempts to include all students under the umbrella of failure-free classroom learning may radically distort the very motivation they seek to enlist. (Authors/JA)

EJ 086 345 HE 504 708
Incentives: Internal, External, Central Zimmermann, Robert R.; Halbert, Thomas, *Improving College and University Teaching*, v21 n3, pp202-206, Sum 73
*Higher Education, *Effective Teaching, *Learning Motivation, *Achievement Need,

Learning, Academic Aspiration, Motivation Techniques, Educational Interest

A well acknowledged function of teaching is to stimulate. Inciting learning is dealt with in this article in a comprehensive way. (Editor)

EJ 096 544 PS 502 833

Occupational Role Values and Verbal Reinforcement as Incentives in Children's Verbal Learning Bower, Mary Swann. *Journal of Genetic Psychology*, v123 (First Half), pp75-80, Sep 73

*Paired Associate Learning, *Elementary School Students, *Reinforcement, *Motivation, Verbal Stimuli, Learning Processes, Grade 5, [*Occupational Role Values, Occupational Attitudes]

Differential incentive values of verbal stimuli were tested under conditions of high and low reinforcement. Results indicated the 40 fifth grade boys acquired responses faster when high preference items were used. (ST)

EJ 089 618 HE 504 823

Resultant Achievement Motivation--Does It Make a Difference in Academic Success? Raffini, James P., *College and University*, v49 n1, pp30-34, F 73

*Higher Education, *Motivation, *Academic Achievement, *Success Factors, *Student Motivation, Educational Interest, Achievement

EJ 088 620 SO 502 323

Need for Achievement and Continuation in College Lueptow, Lloyd B., *Psychological Reports*, v33 n2, pp455-458, Oct 73

*Achievement Need, *Dropout Characteristics, *Academic Achievement, Longitudinal Studies, College Students, Personality Studies, [*Psychological Factors]

The findings of this study failed to support the hypothesis that need achievement has an appreciable effect on continuation in college, even when the objective probability of success is controlled. (Author/KM)

EJ 088 646 SO 502 349

The Psychocultural Origins of Achievement and Achievement Motivation: The Mexican-American Family Evans, Francis B., Anderson, James G., *Sociology of Education*, v46 n4, pp396-416, F 73

*Mexican Americans, *Achievement, *Self Concept, Family Role, Motivation, Cultural Factors, Junior High School Students, Sociocultural Patterns, Low Income Groups

Results of this study suggest that, while Mexican American students were found to come from homes where education was stressed, the students depressed achievement was found to be related to values and experiences associated with the culture of poverty. (Author/KM)

EJ 088 647 SO 502 350

Alternative Path Analytic Models of Student-Teacher Influence: The Implications of Different Strokes for Different Folks Nolie, David B., *Sociology of Education*, v46 n4, pp417-426, F 73

*Student Teacher Relationship, *Testing Problems, *Interaction Process Analysis, Research Methodology, Models, Adolescents, Data Analysis, Social Relations

Using data from a study of Black adolescents, the empirical implications were examined of five models which reflected common notions concerning the social influence process assumed to characterize the student-teaching role relationships. Results cast doubt on previous interpretations made in the literature. (Author/KM)

EJ 089 797 IR 500 024

The Reinforcing Event (RE) Menu Addison, Roger M., Homme, Lloyd E., *Improving Human Performance*, v2 n3, pp145-150, F 73

*Management Systems, *Motivation Techniques, *Educational Technology, Motivation, Positive Reinforcement, Educational Improvement, Educational Innovation, [*Contingency Management System, Reinforcing Event Menu]

A motivational system, the Contingency Management System, uses contracts in which some amount of defined task behavior is demanded for some interval of reinforcing event. The Reinforcing Event Menu, a list of high probability reinforcing behaviors, is used in the system as a prompting device for the learner and as an aid for the administrator in simplifying the preparation of contingency contracts. (Author)

EJ 089 798 IR 500 025

The Regulation of Behaviors by the Behavior of Others Semmelroth, Carl, *Improving Human Performance*, v2 n3, pp151-159, F 73

*Positive Reinforcement, *Motivation, *Behavior Change, *Reactive Behavior, Motivation Techniques, Behavior Patterns, Behavioral Sciences

Behavior is guided by its consequences. Paper explores the events which occur when people attempt to control other people's behavior using this principle. (Author)

EJ 090 548 AA 517 452

Effects of Individual Goal-Setting Conferences on Achievement, Attitudes, and Goal-Setting Behavior Gaa, John P., *Journal of Experimental Education*, v42 n1, pp22-8, F 73

*Academic Achievement, *Methodology, *Research Design, *Motivation, *Educational Attitudes, Tables (Data), Analysis Of Variance, Objectives

Study examined the effect of individual goal-setting conferences on academic achievement and attitudes in an ongoing educational setting. (Author)

EJ 090 992 CG 506 775

Motivational Conflict and Vocational Development Bordin, Edward S., Kopplin, David A., *Journal of Counseling Psychology*, v20 n2, pp154-161, Mar 73

*Motivation, *Conflict, *Vocational Development, *Personality Development, *Classification, College Students, Counseling, Identification (Psychological), Occupational Choice, Needs

A classification of the sources of motivational conflicts found in college students seeking counseling for vocational problems was reported and applied to 82 vocational counseling cases. The major classification categories emphasize personality development and treat successive choice points as transitional periods in a continuous process. (Author/LA)

Doctoral Dissertations

THE EFFECTS OF AN ACHIEVEMENT MOTIVATION PROGRAM ON THE SELF-CONCEPTS OF SELECTED NINTH-GRADE STUDENTS REPRESENTING THREE ETHNIC GROUPS

John G. ALLEN, Ed.D.
North Texas State University, 1972

The problem with which this investigation was concerned was that of determining the effects that an achievement motivation program had on changing the self-concepts and academic achievement among ninth-grade students in a tri-ethnically mixed junior high school.

The subjects for this study were ninth-grade students from a large southwestern city. The experimental program was conducted in a junior high school composed of Anglo, Mexican-American, and Negro students of approximately 30 per cent, 40 per cent, and 30 per cent ratios, respectively. The comparison school was an adjoining area with approximately the same ethnic mixture.

In measuring changes in self-concept, the Piers-Harris Children's Self-Concept Scale was used. Teacher-assigned grades converted to numerical equivalents were used in measuring changes in academic achievement.

All hypotheses were tested at the .05 level of confidence by using two by three analysis of covariance. All data were entered on computer cards, using computer services of North Texas State University.

Chapter I contains the statement of the problem, purpose of the study, hypotheses, definition of terms, limitations, basic assumptions, a description of the experimental program, a description of the teachers in the program, and a summary.

Chapter II contains a review of related literature regarding self-concept and achievement.

Chapter III describes the subjects, the instrument used, procedures for collecting data, and procedures for treating the data.

Chapter IV presents the hypotheses and the analysis of the data collected.

Chapter V gives the summary, conclusions, and recommendations.

The appendix gives a summary of data used, including ranges of scores and standard deviations.

Eight hypotheses were tested. The first stated that there would be no significant difference between adjusted self-concept means when testing for the main effect of ethnic group membership. This was upheld.

One hypothesis stated that the experimental group would achieve significantly higher self-concept means than the comparison group. This was not substantiated at the .05 level, but there was a significant difference at the .10 level.

Another hypothesis stated that the increase in self-concept means would be greater at the end of the year's program than at mid-term. This was rejected. Only the Anglo students showed greater gain.

One hypothesis stated that there would be no significant difference between adjusted mean scores when testing for the main effects of the variable of sex. This hypothesis was supported.

Another hypothesis stated that there would be no significant difference between adjusted self-concept scores when comparing one teacher's students in the program with another teacher's students in the program. This also was supported.

The final hypothesis stated that the experimental group would show significant increases in teacher-assessed grades when compared to the comparison group. This hypothesis was supported.

Conclusions were that there are no great differences among reported self-concept of Anglo, Mexican-American, and Negro students. The Anglo students only benefit from a year's program rather than one semester. While grades dropped for the second semester in both schools, the program was effective in showing a smaller drop in the experimental school than in the comparison school.

It is recommended that a program for developing self-concept be started early in a child's academic program and that a great deal of research be done in determining how such a program can be better utilized with children of minority groups and in developing instruments for measuring self-concept of children. Order No. 73-12,906, 97 pages

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND SCHOOL ACHIEVEMENT IN LOW-ACHIEVING, JUNIOR HIGH SCHOOL CHILDREN AND THE EFFECT OF COUNSELING INTERVENTION ON SELF-CONCEPT

A. ARULSIGAMONI, Ed.D.
The American University, 1972

The problems of the study were two-fold. First, the study attempted to describe and interpret the relationships between the self-concept and school achievement in reading and mathematics in low-achieving, junior high school children of grades seven and nine in a selected District of Columbia public school. Second, the study attempted to determine whether or not the self-concept of these children can be improved through counseling intervention.

The subjects of the study were taken from grades seven and nine of a school located in a low socio-economic community. Four home-room sections, two from each grade, with a total of 103 subjects, were used in the study.

The self-concept of the subjects was measured by Lewis Lipsitt's Self-concept Scale and Ideal-self Scale. School achievement in reading and mathematics was measured by the Sequential Test of Educational Progress, a standardized group test.

The study has two parts, one is descriptive and the other is experimental. The descriptive part of the study is concerned with the relationships between the self-concept and school achievement in reading and mathematics. The experimental part of the study is concerned with the effects of counseling intervention on the self-concept and school achievement (in reading and mathematics) of the subjects.

During the experimental period of three months, the experimental subjects (one of the two home-room sections of grades seven and nine) were given counseling, individually and in small groups, either before or after school hours. They attended about eight half-hour sessions, in which the counselees were encouraged to discuss their problems as well as their strengths and weaknesses. The investigator acted as a non-directive counselor during the discussions. Every attempt was made, through counseling intervention, to help the counselees to have a more realistic perception of themselves and develop a more positive self-image.

Twelve hypotheses were advanced, of which the first ten related to the descriptive part, and the last two related to the experimental part of the study. After testing the hypotheses, the individual test scores in the three areas in the experiment were analyzed, and the relationship between the variables was finally interpreted.

The major findings of the study are stated below:

1. There was no significant difference (at the .05 level) in self-concept, reading, or mathematics between the low-achieving, boys' and girls' groups of grades seven and nine or between the two grades.

2. There was no significant difference (at the .05 level) in the levels of performance between self-concept and reading, and between self-concept and mathematics in the subjects in each of grades seven and nine.

3. The counseling intervention technique used in the experiment was found effective, as it indicated a trend of gains in self-concept as well as in school achievement--in the latter, the gains were much higher in reading than in mathematics--in the experimental subjects (but not significant at the .05 level) in comparison with the control subjects.

This study, while stressing the need for developing a more positive self-concept in the low-achieving, junior high school children, indicated a close relationship between the self-concept and the school achievement of these children. The study further showed that counseling intervention improved both the self-concept and the school achievement of the subjects. However, the investigator recommends more studies be made which focus on the child's self-concept and its impact on the child's school performance.

Order No. 73-16,600, 155 pages.

THE RELATIONSHIP BETWEEN SOME VALUE CLARIFICATION PROGRAMS AND PUPIL ACHIEVEMENT

Paul Marion BERRY, JR., Ph.D.
United States International University, 1974

Chairman: W. Ray Rucker

THE PROBLEM: The problem of the study is whether there are identifiable and measurable effects of various specified factors or combinations of factors (value clarification, education in decision making and education about drug abuse) upon the academic achievement of all sixth grade classes of the Coronado Unified School District.

Three main objectives of the study were: 1. To determine whether there is a significant difference in academic achievement between pupils who have programs of study characterized respectively by different specialized means of influencing performance and pupils not involved in these programs. 2. To determine whether there are significant differences in risk-taking attitudes between pupils in the programs and pupils not in the programs. 3. To determine the relative and combined influence of several drug abuse programs on pupil's knowledge about drugs and drug abuse.

METHODOLOGY: All data were secured from pre and post administrations of three tests to two hundred forty-nine sixth graders: 1. The Comprehensive Tests of Basic Skills, 2. The Risk Taking Attitude – Values Inventory, and 3. The Drug Decision Course Survey. As various factors were tested, different ones of the four groups could be regarded as experimental or control as the programs were systematically applied.

Hypotheses were as follows: 1. There will be no differences between the pre and post test reading, arithmetic and language scores respectively for each of the four groups. 2. There will be no significant difference as measured by the six clusters of factors of The Risk Taking Attitude – Values Inventory. 3. The comparison between the pre and post test scores on the Drug Decision Course Survey will not show a significant difference. 4. There will be no significant differences in correlations between gains in pre and post administrations of the Drug Decision Course Survey and the gains on pre and post administrations of the Comprehensive Tests of Basic Skills three batteries. 5. Significant correlations will not be obtained between the gains in the scores of pre and post administrations of the Comprehensive Tests of Basic Skills three batteries and the gains shown by pre and post administrations of The Risk Taking Attitude – Values Inventory for each group involved.

Subject groups were formed on the basis of an experimental design which incorporated specified factors or combinations of factors in each of four elementary schools. These groups were maintained during the twelve months of the experimental period.

RESULTS: Analysis of the data resulted in the compilation of 53 statistical tables and an appendix of means from which reliable determinations were made. All five null hypotheses were rejected.

From the results five main conclusions were drawn. 1. The total experimental group achieved more than twice the academic progress of the control group. 2. The preponderance of weight from the attitude-values instruments reliably favored the control group. 3. The experimental groups greatly exceeded the control group in the Drug Decision Course Survey findings. 4. When gains were correlated between academic achievement and the Drug Decision Course, the progress of the experimental group was superior. 5. The correlations or gains between the groups on academic achievement and risk-taking as modified by specified value education programs showed no advantage to either group. A strong and positive relationship may be inferred between effects of innovative teaching strategies chosen for value clarification programs and academic achievement. Beyond this, the evidence indicates that the transfer of training or measurable effects occur only insofar as the elements are identical.

Order No. 74-8918, 219 pages

THE EFFECT OF ACHIEVEMENT MOTIVATION SIMULATION IN CAREER DEVELOPMENT. [Pages 112 and 123-125, previously copyrighted material not microfilmed at request of author. Available for consultation at Rutgers University Library]

Richard E. CARLSON, Ed.D.
Rutgers University The State University of New Jersey, 1973

Overview: The purpose of this study was to determine the effect of using achievement motivation simulations in the vocational development of inner-city high school students. The experimental treatment was a process whereby the learning strategies and career concepts were taught through the use of exercises and games. The intent of the training was to have the participants experience these concepts and expand their understanding of them through group activities.

Design: One hundred tenth-grade students from two schools in Washington, D.C., were randomly divided into a control and experimental sample. The control population remained in the regular curriculum while the experimental population received training from 9:00 to 5:00 for one week in achievement motivation simulations. The total sample was pretested one month prior to the treatment and post-tested approximately one month after the treatment. The instruments used in this study were: Vocational Development Inventory (Crites, 1966); Classroom Climate Scale (Litwin, 1969); and Semantic Differential (Osgood, Suci, & Tannenbaum, 1957).

Findings: The major hypothesis that treatment would positively affect vocational decision attitudes was supported. Treatment did not affect attitudes toward vocational and educational concepts, nor did it affect a student's perception of his school according to the instruments.

Conclusions and Recommendations: The study indicates that an intervention process using achievement motivation simulations can affect vocational decision making within the student. In the recommendations it was suggested that similar intervention might be useful in assisting schools which are trying to develop a delivery system for their career education programs. It was also suggested that follow-up studies of the sample group are paramount in helping to determine residual effect of the treatment. Replication was also suggested as a means of determining the same results. Finally, caution was urged until more verification could be made of this psychological model.

Order No. 73-32,249, 131 pages.

seling sessions have upon improvement in grade point average?

4. Is a low self-concept a general characteristic of absentee-prone students and if so, why?

Order No. 74-3140, 143 pages.

THE RELATIONSHIP OF PUPIL PERSONNEL SERVICES TO ACHIEVEMENT OF ELEMENTARY PUPILS IN EIGHT SELECTED COBB COUNTY SCHOOLS

Franklin Roosevelt CROKER, Ed.D.
Auburn University, 1973

Chairman: T. E. Morgan

This study was designed to investigate the relationship of pupil personnel services and achievement of elementary pupils. The study attempted to answer the following question: Is there a significant difference between the achievement of pupils in elementary schools which provide pupil personnel services and of pupils in comparable elementary schools which do not provide such services?

Seven experimental hypotheses were tested assuming that pupils in the experimental group would score significantly (.05 level) higher than pupils in the control group on: (1) word knowledge, (2) word discrimination, (3) reading, (4) spelling, (5) language, (6) arithmetic computation, and (7) arithmetic problem solving and concepts.

The criterion measure of achievement was data collected from the Metropolitan Achievement Tests. Data were analyzed by a two-way analysis of variance.

Pupils in the experimental group scored significantly higher than pupils in the control group on word knowledge, word discrimination, reading, and spelling. There were no significant differences in language, arithmetic computation or arithmetic problem solving and concepts.

The following conclusions were reached: (1) there was a positive significant relationship between pupil personnel services and achievement in reading and reading-related skills; (2) the relationship between pupil personnel services and achievement in language and arithmetic was not significant; and (3) there was a positive significant relationship between pupil personnel services and achievement by males.

Order No. 73-16,259, 90 pages.

EFFECTS OF PUPIL-TUTORING ON SELF-PERCEPTION AND ACADEMIC ACHIEVEMENT OF PRIMARY GRADE TUTORS AND TUTEES

Ruth Eleanor DUFF, Ph.D.
Southern Illinois University, 1973

Major Professor: Dr. Kevin J. Swick

This investigation was conducted during a six-week summer school program to examine the impact of pupil-tutoring on the reading achievement and self-perception scores of underachieving first and second grade Tutees and their third and fourth grade underachieving Tutors.

The following questions formed the basis upon which the hypotheses tested in this study were developed:

1. Would receiving academic assistance from a pupil-tutor result in improved reading achievement and positive self-perception change in the Tutees?
2. Would assuming an instructional leadership role in assisting younger children in areas of academic deficiency result in positive change values in reading achievement and self-perception of the Tutors?
3. Is the achievement level of the Tutor directly related to the magnitude of achievement change he is able to affect with the Tutee?
4. Would positive change in the area of reading achievement result in a concomitant effect on the subjects' self-perception or the reverse effect?

Subjects

The sixty subjects for this investigation were randomly selected from first, second, third, and fourth grade children participating in a summer school program conducted by the Cape Girardeau Public Schools, Cape Girardeau, Missouri. The subjects consisted of fifteen first and second graders (Tutees) and fifteen third and fourth graders (Tutors). Each Tutee was randomly assigned to a Tutor for regularly scheduled academic tutoring. A control group of fifteen subjects was randomly selected for each of the two experimental groups.

Evaluation Instruments

The following instruments were employed to assess status and change in the variables under investigation: Metropolitan Achievement Tests, Primary Level, Forms F and H, Metropolitan Achievement Tests, Elementary Level, Forms F and H, More Like Me Scale for Young Children, Children's Self-Descriptive Scale, and Behavior Rating Form.

Statistical Procedures

The Students t-test for independent means was used to determine the significance of the mean reading achievement change and self-perception change values arising between the experimental groups and their respective control groups.

The t-test for related measures was used to determine significance of reading achievement and self-perception changes within each of the four groups (Tutees, their controls; Tutors, and their controls).

The Pearson product-moment correlation coefficient was used to measure the relationship between the initial reading achievement scores of the Tutors and the reading achievement change values of the Tutees.

The Spearman's Rank-Correlation Coefficient was used to determine the significance of the relationship between the reading achievement change scores and self-perception scores of the Tutors.

Results of Study

The results of this investigation are summarized as follows:

1. The difference between the reading achievement change scores of the Tutees and their controls was found to be statistically significant thus indicating the pupil-tutoring arrangement to be an effective organizational/instructional strategy for the improvement of reading performance of primary level subjects.
2. A positive correlation was found to exist between the reading achievement level of the Tutors and the impact of their instructional assistance upon the Tutees' reading achievement change. Implications were drawn for matching Tutees and Tutors in attempting to bring about maximum achievement change.
3. Though not statistically significant, data trends tended to reflect evidence of positive change in reading performance of the Tutors and positive change in the self-perception of both Tutors and Tutees, thus demonstrating that the personalized-instructional relationship between the Tutor and Tutee contribute not only to the academic achievement but to positive change in self-perception of both.
4. There appeared to be no evidence of a concomitant relationship between change in reading achievement and self-perception change or the reverse effect. In light of evidence from other research findings postulating such a relationship,

AN INVESTIGATION INTO THE EFFECTS STUDENT TUTORING HAS ON SELF-CONCEPT AND ARITHMETIC COMPUTATION ACHIEVEMENT OF TUTORS AND TUTEES

Richard Tepper CARLSON, Ed.D.
Northern Illinois University, 1973

The purpose of this study was to investigate the effects student tutoring had on the self-concept and arithmetic computation achievement of sixth grade student tutors and their fourth grade tutees. An additional purpose was to see if training student tutors affected their arithmetic computation achievement and self-concept or that of their tutees.

Student subjects came from three elementary schools in three different areas of School District U-46, Elgin, Illinois. One sixth grade class and one fourth grade class were used from each participating school. Sixth graders were divided into a trained tutor group, who participated in a short training session before tutoring and who followed structured plans while tutoring; a free tutor group, who were not trained but were given the freedom to tutor as they saw fit; and a non-tutor group, who worked on individualized worksheets on their own during the experiment. Fourth graders were divided into a group of students tutored one-to-one by trained tutors, a group tutored one-to-one by free tutors, and a non-tutee group, who worked on individualized worksheets. In all, there were one hundred seventeen subjects; twenty-one trained tutors, twenty-one free tutors, eighteen non-tutors, twenty-one tutees of trained tutors, twenty-one tutees of free tutors, and fifteen non-tutees.

Each student was given a pre-test and a post-test of the Coopersmith Self Esteem Inventory and the Stanford Achievement Test, Arithmetic Computation Section. The differences between pre-test and post-test scores for each group were analyzed to see if change was significant. Also, the changes in certain groups were compared to changes in other groups.

The experiment lasted for six weeks, taking place in a daily math study period which lasted one-half hour per day. During this time, the tutors taught arithmetic computation to their tutees and the control groups, the non-tutors and non-tutees, worked independently on practice worksheets. After the experiment ended and the post-tests were administered, the data was analyzed. A total of thirty-two null hypotheses were tested using the t-test of means.

On the basis of the thirty-two t-test comparisons, only once was the null hypothesis rejected. The combined group of all tutees showed significant growth in arithmetic computation achievement during the course of the study. Although this growth was statistically significant when treated singly, it was not significant when compared to the growth of other groups.

In all of the other cases, there were no significant differences, either when comparing a group's pre-test mean to its post-test mean, or when comparing a group's change in self-concept or arithmetic computation achievement to another group's change in self-concept or arithmetic computation achievement.

It was concluded from the results of the experiment that tutoring or being tutored in fourth grade arithmetic did not help self-concept any more than did working on individualized worksheets; that being tutored by a sixth grader helped fourth grade tutees achieve significant growth in arithmetic computation achievement, but did not help the tutees themselves in arithmetic computation; and that training tutors or leaving them free and unstructured did not affect self-concept or arithmetic computation achievement of either tutors or tutees.

Order No. 73-27,585, 117 pages.

THE EFFECT OF STRUCTURED GROUP COUNSELING ON THE SELF-CONCEPT, ATTENDANCE, AND ACHIEVEMENT OF ABSENTEE-PRONE HIGH SCHOOL STUDENTS

Lonnie Gene CORDELL, Ph.D.
The Ohio State University, 1973

Adviser: Professor Joseph J. Quaranta

There has been increasing interest on the part of counselors and counselor educators in the effectiveness of group counseling. The evidence accumulated thus far has indicated that group counseling can be effective when working toward specific goals. The present need, however, is to evaluate the effectiveness of group counseling with a specific population and with narrowly defined goals.

One problem confronting counselors and school administration is the growing magnitude in today's schools in the increasing number of youth who tend to be absentee-prone. The purpose of this investigation was to evaluate the effectiveness of group counseling, whose strong elements were counselor structuring and counselor verbal reinforcement, in reducing absenteeism among students. The study was also designed to investigate the effectiveness of group counseling in improving self-concept and academic achievement.

The sample of absentee-prone students in this investigation was taken from a general population of eleventh grade students in a high school located within a community of 12,000 total population. The community in turn was located within the boundaries of the county containing the largest city in the state of Ohio. The final 28 experimental subjects were randomly chosen from 58 students who had missed 15 or more days of school per year and who had agreed to participate in the study. These absentee-prone students were randomly assigned to one of two treatment groups: counselor structured, verbally reinforced experimental or control counseling. Experimental and control groups were then randomly assigned to one of two high school counselors so that each counselor had one seven member control group and one seven member experimental group.

One male and one female counselor conducted all the group sessions. Training sessions for the counselors were conducted prior to and during the investigation. Emphasis during the training sessions was on counselor structured group exercises and strong counselor verbal response dimensions.

The students in the experimental groups met with the counselors for ten, fifty-five minute sessions with the sessions spread over a ten week period. Students in the control groups did not meet with the counselor for the treatment group counseling. They otherwise met the same schedule as did the experimental groups.

Prior to and at the conclusion of the counseling, all students received the Tennessee Self Concept Scale (TSCS) to determine gain scores in self concept. Students' days absent and grades were also computed to determine gain scores in attendance and grade point average. The data from the students' gain scores were analyzed through the use of two-way analysis of variance with the accepted level of significance being .05

The effects of counselor structured verbally reinforced counseling generalized to all variables in the investigation except grade point average. There were changes in self-concept and attendance at the .01 level of significance while improvement in gain grade point average was not enough to be significant.

The group counseling seemed equally effective across the sex of the student. Further results indicated that the male and female counselor were equally effective in verbal response dimensions.

Recommendations suggest replication of the study to investigate the following questions:

1. What is the relationship between planned counselor structuring and the process outcome?
2. What is the relationship between strong counselor verbal response dimensions and process outcome?
3. What effect does an extended number of group coun-

suggestions are made for further studies to be conducted on this question. Order No. 74-6262, 187 pages.

ENVIRONMENTAL INFLUENCE ON THE ATTITUDE AND ACHIEVEMENTS OF FRESHMEN STUDENTS HAVING LOW PREDICTED COLLEGE ACHIEVEMENT

Robert John FALK, Ph.D.
University of Minnesota, 1972

Advisers: Dr. William H. Edson
Dr. Armas W. Tanninen

The central purpose of this study was to determine whether or not a supportive, group-oriented subsystem for predicted low-achievers could result in better achievement and more positive self-esteem for its participants than the "regular" system for comparable students.

Gordon Allport had suggested that a systematic eclectic approach can be useful to the social scientist who wishes to work toward certain goals for individuals. The investigator, utilizing the powerful environment concept of Benjamin Bloom, the power of the peer group as espoused by Theodore Newcomb, and the developmental orientation of such individuals as Nevitt Sanford and Donald Blocher, established a subsystem oriented around the needs of predicted low-achievers in an "open-admissions" state university. A number of general principles were drawn together to establish a system calculated to generate academic success.

Forty-seven matched pairs of predicted low-achievers were involved in the study. The pairs were matched on the basis of sex, socio-economic status, and high-school rank. One member of each pair was assigned to the Student Tutorial Project, the other to the regular program.

STP, the experimental program, was based on the premise that colleges can and do have an influence on students and that peers can be especially influential. The program was oriented around the development of academic skills, enhanced self-esteem, and communications experiences within a developmental group framework. The program was pervasive, consistent and constant, with the subjects becoming involved in the program at the time of their first entry into the institution.

During his first quarter each freshman was a member of four groups, a writing tutorial, a human development and adjustment class using tutors in small groups, a geography class with tutors, and a developmental group involving a faculty member, six freshmen and their tutors. Groups employed such principles as mutuality of purpose, active learning, and positive reinforcement of goal-directed behavior.

Each student took a "How to Study" class. The geography tutors, working with the study skills instructor, helped freshmen in groups to apply study skills in the area of geography and led them in group study.

Near the conclusion of the second quarter academic and attitudinal outcomes were examined with the t-test being used to determine if differences between the experimental and control groups were significant. The self-esteem type measures were each correlated with the academic outcome measures. The .05 level of confidence was used to check all tests of significance.

Based on analysis of the data, the following conclusions were reached:

1. Students in the program achieved significantly better than students in the regular system on the criteria of grade point average, credits completed in two quarters, and quarters completed over a two-year period.

2. Of four self-esteem measures examined, the only significant difference found between the groups was on an adapted Brookover Self-Concept or Academic Ability Scale. The experimental group scored significantly higher than the control group. Other measures used were the Berger Self-Acceptance Scale, the James I. E. Scale (an internal-external control measure), and a semantic differential examining congruency between the scales: Myself as a Student and The Successful College Student.

3. There was no difference between the groups on the basis of measurement of attitude toward the University of Minnesota, Duluth, and toward College Teachers based on the semantic differential.

4. Correlation coefficients were computed for each of the self-esteem type measures with the academic outcome measures. Of the twelve correlations calculated three were significant: the Berger Self-Acceptance Scale with number of quarters completed; the adapted Brookover Scale with number of quarters completed; and the Brookover score with two quarter grade point average.

Order No. 73-10,550, 191 pages.

A COMPARISON OF TERMINAL GOAL ATTAINMENT OF HIGH ABILITY, LOW ACHIEVING ADOLESCENT MALES UTILIZING TWO METHODS OF COUNSELING

James Donald FENN, Ed.D.
University of Massachusetts, 1973

METHOD AND OBJECTIVES

This ten-week program for underachievers is one of the first attempts to utilize a written contract in a high school guidance program.

The study was designed to improve the total functioning level of randomly selected tenth and eleventh grade male underachievers from two urban comprehensive high schools. The population consisted of twenty experimental subjects and twenty controls. The controls were counseled in the normal manner except that they were seen on a weekly basis so that the time factor for both groups would be constant.

There were four criteria measures considered in a post-test only statistical design (analysis of variance). These were: (a) report card grades in the four subject areas of English, Mathematics, Social Studies, and Science; (b) attendance; (c) personality ratings as judged by the teachers of the four subject areas; and (d) attitudes toward the learning atmosphere as determined by the students. Personality ratings were measured by the Personality Record, while learning atmosphere attitudes were gathered via the Learning Atmosphere Attitude Scale.

The project consisted of ten weekly counseling sessions which were designed to help students improve in their goal selected area chosen from a list of ten possible alternatives. This "goal-selection-list" was derived from a pre-study survey of 133 non-population high school students enrolled in summer school.

Once the student signed his contract, he was obligated to meet with his counselor for one academic period per week over the ten-week marking period. For the experimental population, the sessions were devoted to the completion of ten mini-assignments that were directed toward improvement in their selected area of weakness. These mini-programs also included progress charts which gave the students feedback as to the level of goal achievement over the ten-week period. The goal areas ranged from reading, study, and homework skills to getting along better with teachers and other students.

FINDINGS

Analyses of the four proposed hypotheses failed to yield significance, so that the null hypotheses of no difference between means could not be rejected. In spite of this, two of the hypotheses (personality and attitude) revealed a trend toward a school effect. In addition, a highly significant ($p < .01$) interaction effect was achieved relative to scores on the Learning Atmos-

phere Attitude Scale. This indicated that under certain conditions, contract counseling can be effective in improving school attitudes of high ability, low achieving tenth and eleventh grade males.

It was the author's feeling that the limited results were a function of the newness of the method, and a lack of refinement of instruments, rather than faulty hypotheses.

In addition to the analysis of variance results, several non-statistical findings were obtained via a post-study questionnaire administered to the contract students and counselors who participated in the study. Among the tentative conclusions suggested here were the following: 1. Contract counseling helps to clarify the student and counselor role in a counseling relationship. 2. Contract counseling provides observable and measurable goals of both an enabling and terminal nature. 3. Contract counseling assures more frequent and more regular counseling sessions between student and counselor. 4. Contract counseling establishes visible measures of student progress toward a specifically designated area of weakness. 5. Goals for counseling can be defined in behavioral terms. 6. Students and counselors can achieve mutual agreement for objectives in counseling. 7. Contract counseling provides accountability for both student and counselor.

Order No. 73-14,633, 261 pages.

SELF ACTUALIZATION AND ACHIEVEMENT MOTIVATION IN COLLEGE WOMEN. [Pages 97-104, previously copyrighted material not microfilmed at request of author. Available for consultation at the Boston College Library]

Mary-Jane FERRIER, RSCJ, Ph.D.
Boston College, 1973

Adviser: Dr. Kathleen Murphy

Purpose of the Study

The purpose of this study was to explore the relationship between self-actualization and the Motive to Avoid Success in college women. A further purpose was an investigation of the relationship of the Motive to Avoid Success and four other selected variables: mother's occupation, heterosexual relationship, participation in campus activities, and grade-point average. Self-actualization was measured on the Inner-directed Support (I) scale of the Personal Orientation Inventory (POI), while the Motive to Avoid Success (M-s) was measured using the Thematic Apperceptive techniques developed by Horner. The data for the four other variables included in the study was gathered by means of a short biographical questionnaire.

Two major questions were posed in the study: 1) Will a greater percentage of the more self-actualizing college women (i.e., those scoring highest on the I scale of the POI, tend to be found in that group which does not manifest M-s (M-s Absent group)? 2) Will a greater percentage of the college women be found in the M-s Absent group: a) whose mothers are active professional women? b) who have an established heterosexual relationship? c) who participate in campus activities? d) who have high grade-point averages?

Procedure

The POI, TAT-like verbal cues and questionnaire were administered to a volunteer sample of Seniors, Juniors and Sophomores at an all-female Catholic liberal arts college. The final sample included in the study numbered 92 women. A Pearson Correlation Coefficient was computed with M-s as the dependent variable and I as the independent variable and submitted to a t-test of significance. In addition, the means on all twelve scales of the POI for the M-s Absent and M-s Present groups were computed and the mean differences submitted to a t-test of significance. A multiple point-biserial correlation was computed with M-s as the dependent variable and inner-directed support, mother's occupation, heterosexual relationship, participation in campus activities and grade-point average as the independent variables. An F ratio was used to test whether the observed multiple-point-biserial correlation was significantly different from zero. Supplementary analyses included computing Pearson Correlations between M-s and each of the other eleven scales of the POI, and these, too, were submitted to a t-test of significance.

Results

The correlation between Inner-directed Support and M-s was found to be not significant, leading to the conclusion that there is no real relationship between this important factor of self-actualization as measured on the POI and the Motive to Avoid Success. Further, no significant relationship was found between M-s and the five independent variables: I, mother's occupation, heterosexual relationship, grade-point average and participation in campus activities. Moreover, group means for the M-s Absent and the M-s Present groups were found to be not significantly different.

Sample means on all twelve scales of the POI cluster about the mean of the test yielding a composite profile very similar to those of other tested college samples. However, the incidence of M-s for the sample was atypical when compared to nine other samples tested from 1964 to 1970. Thirty-four percent (34%) of the subjects in this sample manifested M-s, whereas in the previous nine samples the incidence of M-s ranged from 65.5% to 88.2% with a median of 81.0%.

Conclusions

The results of the statistical analyses indicate that for the sample tested the two major questions posed in this study must be answered in the negative. The correlation between M-s and I was not of sufficient magnitude to predicate anything but a chance relationship. The zero-order correlations of M-s with the four other selected variables did not reach significant magnitude either. Nor did the multiple-point-biserial correlation with all these variables working together and including I. One can only conclude from this study that there is no relationship between the Motive to Avoid Success and self-actualization as measured by the POI, nor between the Motive to Avoid Success and the other variables studied.

However, because of the atypical nature of the results for this sample of college women on the M-s dimension, this conclusion should be taken with caution. If the study were replicated with a sample where the incidence of M-s more nearly approximated the findings of other studies so far reported, the question of whether or not there is a relationship between these two variables might be more definitely answered. There is also some indication from the data that a much more detailed examination of parental attitudes toward their daughters' achievement in study and work would be a fruitful area for further study of the dynamics of M-s.

Order No. 73-29,461, 121 pages.

THE ANALYSES OF SELECTED FAMILY BACKGROUND, ACHIEVEMENT, AND AREA OF RESIDENCE-SCHOOL FACTORS INFLUENCING DIFFERENCES IN THE EDUCATIONAL PLANS AND DESIRES OF TWELFTH GRADE MALES AND FEMALES FROM SIX ETHNIC GROUPS

Stephen Paul HOLOWENZAK, Ph.D.
The Catholic University of America, 1973

The investigation was built upon the seminal work of both Coleman et al., (1966) and Mayeske et al., (1968). Unlike these studies, however, the major unit for analyses was Educational Plans and Desires.

This study had a three-fold purpose: (1) to examine the degree to which twelfth grade males and females from six ethnic groups (i.e., Negro, Caucasian, Indian-American, Oriental-American, Puerto Rican, and Mexican-American) differ quantitatively with regard to selected sets of factors associated with Educational Plans and Desires; (2) to determine the interrelationship of Achievement and five Family Background sets of factors with the Educational Plans and Desires of twelfth grade students; and (3) to determine which Family Background set, Achievement set, or other selected sets of factors, alone or in combination, best explained the variance in the Educational Plans and Desires of twelfth grade students.

Factors considered were: Socio-Economic Status, Family Structure and Stability, Expectations for Excellence, Attitude Toward Life, Educational Plans and Desires, Study Habits, Achievement, and Area of Residence-School. The first two factors when combined made up the set of factors called Home Background. The next four factors when combined made up the set of factors called Family Process. These two sets, when combined, made up the general set of factors called Family Background. The next factor consisted of a number of verbal and computational achievement tests. The Area of Residence factor consisted of two factors, namely, Region of Residence, and Urban-Rural Location. The School factor consisted of Teaching Staff and Student Body sets of factors. From these factors, it was hypothesized that there will be significant differences between and among twelfth grade males and females from six ethnic groups on the Family Background, Home Background, Family Process, Achievement, and Other sets of factors associated with Educational Plans and Desires.

Data from the total population of 94,096 twelfth grade subjects from the Equality of Educational Opportunity Survey (Coleman et al., 1966) were subjected to several types of statistical analyses. T-tests and F-Tests were used to determine statistical significance. Correlation, Factor Analysis, and Communality Analysis were other statistical techniques used to obtain male-female differences on the selected factors and Educational Plans and Desires.

Results showed: (1) Family Background, rather than Achievement or Area of Residence-School factors, played the greater explanatory role in the Educational Plans and Desires of males and females from six ethnic groups; (2) Family Process rather than Home Background factors played the more profound relative role in the Educational Plans and Desires of males and females when all ethnic groups were combined; (3) Socio-Economic Status, rather than Family Structure and Stability factors, played the more profound role in the Educational Plans and Desires of twelfth grade students with girls tending to exceed boys; (4) Expectations for Excellence, rather than Attitude Toward Life or Study Habit factors, had the greater relative role in Educational Plans and Desires of students with boys tending to exceed girls for the Negro, Caucasian, Puerto Rican, and Mexican-American ethnic groups. The reverse was true for the Indian-American and Oriental-American ethnic groups. (5) Student Body, rather than Teaching Staff factors played the more profound relative role in the Educational Plans and Desires of twelfth grade males and females with boys tending to exceed girls for all ethnic groups except Oriental-Americans.

Order No. 74-9896, 290 pages.

AN EXPLORATORY STUDY OF THE EFFECTS OF COOPERATION ON LOW ACHIEVING JUNIOR HIGH SCHOOL STUDENTS

Tod Russell LIKINS, Ed.D.
Stanford University, 1973

The Problem

This study is addressed to the question of what can be done for the low achieving student in our public schools. The problem is pervasive and complex and there appears to be no simple solution. This investigation is not offered as one. Rather, it is intended as a small piece of carefully evaluated field evidence which might be used to better understand the problem as it pertains to a particular group of students.

At the outset of this study we contended that low achieving students are victims of their own expectations of failure. These students have been conditioned by years of experience with the school and their parents to accept this expectation.

We suggested that the competitive social structure of the typical classroom was a major deterrent to their participation and therefore to their success. We attempted to create a cooperative social structure where students would encounter a very high level of reward and success, thus increasing their expectancy for success and their willingness to continue to participate.

Procedure

Twenty 8th grade students were selected on the basis of their record of poor achievement to participate in the Cooperative Class. The class met four hours a day for the Spring semester of 1972. Credit was given for Social Studies, Math, English and Physical Education.

We hypothesized that our Cooperative Class would result in a number of measurable changes in the students involved. 1. Class participation level would increase. 2. Class activity level would increase. 3. Academic self-concept would improve. 4. Achievement level would increase. 5. Consensus concerning academic "goodness" would decrease.

To establish comparative judgement criteria for academic self concept and achievement level, two control groups were established. A Non-Treatment Equivalent Group of similar students in the traditional class and an Alternative Treatment Group of low achievers in a contained classroom.

Participation and activity levels were measured periodically as process variables in the Cooperative Class only. Consensus of academic "goodness" was measured by questionnaire in the last week of the semester.

Results

1. Class participation level did not increase. It did however maintain an unusually high level of involvement for the entire semester.

2. Class activity level did not increase. Rather, it kept a consistent very high level for the semester, peaking in the last few weeks.

3. Academic Self-Concept as a class improved significantly when compared to either control group.

4. Achievement level increased significantly in each area tested.

5. Consensus concerning academic "goodness" was nearly identical to the data collected by Hoffman in traditional classes.

Implications

The Cooperative Class was remarkably successful in creating and maintaining motivational change. Students who had been non-participants participated actively from the first week of the class. The remarkable increase in achievement scores attests less to an increase in skill than to the increased motivation generated in the class.

Two unexpected variables entered into the operation of the class. For many reasons the class was loosely organized and the lack of structure proved a serious handicap for some students. Learning Style was a consideration ignored in the selection of students for the class. Greater success might have been achieved had students been screened for the ability to cope with a loosely structured class.

The second problem area was a racial factor. The six Black students fared poorly. Their participation was low and they voiced frequent distress over the class. The experience of this class provides further evidence in support of Cohen's Inter-racial Interaction Disability Theory. (Cohen 1971). The

Black and White interaction requires specific and powerful treatment to deal with the racial expectations quite aside from the problem of low academic performance expectations.

Order No. 73-15,008, 117 pages.

VALUE DEVELOPMENT AND SUPERIOR ACHIEVERS

McMAHON, Robert Christopher, Ph.D.
The University of Wisconsin, 1973

Supervisor: Associate Professor Charles J. Pulvino

The purpose of the study was to determine if there were identifiable patterns of stability and change in value hierarchies of superior achievers. The values under study were Material, Social, Recognition, and Individual Development.

The subjects originally selected for the study were a sample of participants of the University of Wisconsin's Research and Guidance Laboratory for Superior Students who were high school seniors during the 1966-1967 academic year. Trained laboratory staff members, utilizing a structured interview, assessed value hierarchies for individual subjects both in 1966 and in 1973.

The 1966 and 1973 value hierarchies of individual subjects were compared in terms of various categories of rank order consistency. In addition, consideration was given to the frequency of instances in which individuals with specified values in given hierarchical positions in 1966, either retained those values in position or shifted in significant numbers to other values in the 1973 hierarchies.

It was found that although few individuals had value hierarchies which remained completely intact, the majority had either hierarchies in which the values ranked in the high and low halves of hierarchies in which the first and last ranked values remained stable.

Further, there was a very pronounced tendency for those who had the Individual Development value ranked first in 1966 to retain Individual Development as the first ranked value in 1973. There was also a tendency for those who had Individual Development in any other rank order position to have that value move upward in the 1973 hierarchies. Additionally, those who had the Recognition value ranked in the high half of 1966 hierarchies most often had it ranked in the low half of 1973 hierarchies. Those with the Recognition value ranked in the low half in 1966 almost invariably retained that value in the low half of 1973 hierarchies. Those with the Social and Material values ranked highest in 1966 almost invariably retained those values in the high half of 1973 hierarchies. Those with the Social and Material values ranked lowest in 1966 hierarchies retained those values in the low half of 1973 hierarchies.

Findings were examined in relation to major theoretical approaches regarding value development. Implications for counselors are presented. Order No. 74-9189, 121 pages.

THE EFFECTS OF A STUDENT DEVELOPMENT PROGRAM ON ENTERING UNIVERSITY OF GEORGIA FRESHMEN.

[Previously copyrighted material on several pages not microfilmed at request of author. Available for consultation at the University of Georgia Library]

Michael Valentine MULLIGAN, Ph.D.
University of Georgia, 1972

Director: George M. Gazda

The purpose of this study was to evaluate the effects of University of Georgia's four-day Freshman Leadership Camp on sophomore, juniors and seniors who attended with respect to the following criteria: academic achievement, leadership achievement and perception of the campus environment.

The students in the sophomore, junior and senior classes who attended Camp were matched with a comparable group of students by predicted first quarter grade point averages and number of high school organizations joined. In both the experimental and control groups, there were 39 women and 34 men in the sophomore class, 35 women and 24 men in the junior class and 25 women and 24 men in the senior class. The total sample included 362 subjects, 181 in each the experimental and control groups.

The College and University Environmental Scale (CUES) was used to measure the students perception of the college environment. A student achievement questionnaire, which was developed by the investigator, was used to measure leadership achievement and to collect self reported University of Georgia cumulative grade point averages. Leadership achievement was represented by total number of organizations joined, total leadership positions filled, and total honors won. The confidence level for significance was set at $P < .05$.

The results obtained demonstrated that: There was no significant difference of the adjusted grade point averages (predicted first quarter grade point average subtracted from cumulative average) between the experimental and control group by total and the same sex. There was no significant differences between the experimental and control group by total on any of the seven scales of the CUES. There was a significant difference on the CUE scales Community and Campus Morale favoring the males in the control group. There was a significant difference on total organizations joined, total leadership positions filled and total honors won by total and the same sex favoring the experimental group.

Order No. 73-5748, 140 pages.

A STUDY OF STUDENT ATTITUDES AND OTHER DESCRIPTIVE VARIABLES AS PREDICTORS OF ACADEMIC ACHIEVEMENT

Byress Scott PRICER, Ph.D.
University of Southern Mississippi, 1973

Statement of the Problem: This study was organized to explore the impact, if any, of selected descriptive and attitudinal variables on cumulative grade point average attainment among undergraduate students.

Essentially, the study sought to determine the impact of (a) selected descriptive variables such as residency, sex of student, and college in which the student is majoring, and (b) attitudes toward instruction, faculty, personnel services, administration, and extra-curricular activities on attainment of cumulative grade point average. Specifically, this study sought answers to the following questions:

(1) What degree of relationship existed between specific variables and grade point average?

(2) What single variable or combination of variables had the highest degree of relationship with the cumulative grade point average?

Procedures: This study included a sample of 379 students representing the entire undergraduate student body enrolled in the eight divisions of the University of Southern Mississippi during the Spring quarter of 1972. A questionnaire was administered to these students, seeking data relative to the descriptive and attitudinal variables. Regression analysis was then applied to determine the relationships between the predictive variable (GPA) and academic achievement.

Results: The more significant findings of this study were threefold:

1) Higher academic achievement tended to be correlated more positively with females, with women achieving slightly better than men (2.86 for women versus 2.60 for men). The correlation of sex with GPA was a .24 in the direction of females. Sex provided a significant, i.e., reliable, contribution of .0998 to the full model prediction of academic achievement. It was found that, of the eight predictor variables, sex was the

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best single predictor of success.

2) Type of residency and major had a negligible degree of relationship with GPA as indicated by a correlation of -.08. It appears from this information that the college in which a student is majoring and whether a student lives on-campus or off-campus makes little, if any, contribution to the prediction of academic success.

3) The attitudes toward aspects of university student services had negligible to low degress of relationship with GPA as indicated by correlations ranging from -.03 for administration to .12 for extra-curricular activities. Relative to the full model prediction, attitudes toward areas of the university combined accounted for .0659 of the variance. This suggests that student's combined attitudes made a greater contribution to the prediction of success than any single variable except sex. Order No. 73-32,023, 81 pages.

THE RESPONSES OF COUNSELORS TO BEHAVIORS ASSOCIATED WITH INDEPENDENCE AND ACHIEVEMENT IN MALE AND FEMALE CLIENTS

Marlene Bence PRINGLE, Ph.D.
The University of Michigan, 1973

Chairman: Delmont K. Byrn

This study analyzes the effects of client sex, counselor sex, and client behavior on the responses of counselors during the initial stages of the counseling interview. Four client behavior situations are used: independent behavior, dependent behavior, high achieving behavior, and low achieving behavior.

The population for this study was a large stratified sample of Michigan high school counselors, half of whom were male and half of whom were female. The initial sample of counselors totaled 342, of which 254 participated and provided the data analyzed in this study. This number represents 74 per cent of the total sample.

A two by two by four factorial design was used in this research. Independent variables were controlled by the development of a questionnaire which presented four clients, each exhibiting one of the four behaviors. Two forms of the questionnaire were used so that the sexes of the clients exhibiting the specific behaviors could be reversed in each of the situations. All other information about clients remained the same in both forms of the questionnaire. Half of the sample of counselors received one form of the questionnaire and half received the other.

For each of the four clients in their respective situations, counselors were directed in the questionnaire to make six responses:

1. To rate the client's approach to the situation on a scale running from very healthy to very unhealthy.
2. To list the reasons for the appraisal that they made.
3. To write down the exact words they would use in their reply to the client's verbal statement given in the questionnaire.
4. To rate the appropriateness of each of a number of possible counselor responses listed in the questionnaire.
5. To select the two attitude statements which best represented their own attitudes from the four given in the questionnaire.
6. To select one of five statements which reflect the counselor's evaluation of whether the client behavior described in the questionnaire should be continued or modified.

Data were analyzed by tests of significance comparing means and proportions of responses of the counselors occupying different cells and different combinations of cells in the design. Significant differences between counselor's responses were found in all six sections of the questionnaire. Findings are presented and interpreted as they relate to stereotypic norms for sex-appropriate behavior, Bardwick's model of parental interactions with children, and the characteristics of school counselors.

Numerous significant differences were found between counselors' responses which were a function of the sex of the client, the sex of the counselor, and the behavior of the client. Specifically, it was found that when clients exhibited behavior which was sex-appropriate by traditional sex-role norms, male counselors tended to evaluate clients by the clients' success in coping with the environment and female counselors tended to evaluate clients by the clients' feelings about themselves; however, when clients' behaviors were not sex-appropriate, male and female counselors reversed their orientations to the clients. Furthermore, although all counselors indicated in their responses to clients selective support and rejection of specific sex-role norms, male and female counselors often exhibited different patterns of support and rejection for the specific behaviors used in this study. Many significant differences between male and female counselors were found when comparing their responses to the dependent male client and to the high achieving female client. Findings suggest that male counselors are more supporting than female counselors of dependence and high achievement in clients and that female counselors reveal their values and act upon them more directly than do male counselors. Order No. 73-24,659, 212 pages.

ATTITUDES TOWARD PARENTS AND ACHIEVEMENT MOTIVATION OF FRESHMEN WOMEN IN A SELECTIVE URBAN UNIVERSITY IN RELATION TO MOTHERS' CAREER PATTERNS

Carole Ann Bennett REGAN, Ph.D.
University of Pennsylvania, 1972

Supervisor: Arthur A. Dole

Statement of Problem

Does a mother's having worked outside her home (her career pattern) have any relationship to her college freshman daughter's attitudes toward her parents, her identification with them, or her achievement motivation?

Procedure and Methods

Subjects in this study were mother-daughter pairs of volunteers; the daughters were members of a class of 413 entering students in the College of Liberal Arts for Women at the University of Pennsylvania. Mothers were sent a questionnaire designed to obtain background information and to classify career patterns. A total of 200 (48%) of the daughters appeared for testing; a total of 311 (75%) of their mothers responded to the questionnaire; there were 189 (46%) matched mother-daughter sets of data.

The daughters were asked to complete (1) a version of the Semantic Differential, used to measure attitudes and parental identification; (2) Veroff, Atkinson, Feld, & Gurin's female version of the Thematic Apperception Test, used to measure achievement motivation; and (3) a brief questionnaire, used to obtain additional background data including a statement of choice of parental identification.

Subjects were assigned to one of five groups, two homemaking-oriented (HO) and two career-oriented (CO), plus one of divorcees on the basis of their mother's career pattern (as defined by Super) and marital status. After the first analyses, 16 daughters of divorcees were eliminated and both HO and both CO groups combined for the final between-groups analyses of the dependent variables. Data were processed by means of a computer program for multivariate analysis of variance (MANOV2).

Results

Attitudes were measured toward eight concepts, "Myself," "My Mother," "My Father," "Marriage," "Homemaker," "Career Woman," "Working Mother," and "Women's Liberation Movement." Highly significant HO-CO differences were obtained for the concept "My Father": HO daughters rated their fathers more valuable, pleasant, honest, active, warm, dynamic masculine, strong, and rugged than did CO daughters. HO daughters rated their mothers and themselves as warmer than did CO daughters, "Marriage" as warmer and more dynamic, "Homemaker" as more active and rugged, and "Women's Liberation Movement" as less pleasant. No significant differences in identification were found when "average distance" (D) scores on the Semantic Differential were analyzed. On the direct question of parental identification, however, HO daughters more frequently stated identification with their fathers and CO daughters with their mothers. No significant differences were found in achievement motivation.

Analyses of background variables revealed no between-group differences in mother's age, mother's age at marriage, father's education, number of children in the family, age of the last child, or subject's SAT Verbal or Math scores. Significant differences were found in mother's education, with CO mothers averaging more than a year-and-a-half more education than HO mothers.

Conclusions

At least for this select sample, working and non-working mothers did not differ on significant background variables other than education. A career-oriented pattern for the mother was not related to her daughter's achievement motivation, but it was related to her daughter's attitudes toward the father and, to a lesser extent, toward marriage, herself, and the mother.

Order No. 73-13,458, 162 pages.

PSYCHOLOGICAL INFORMATION TO TEACHERS AND ITS EFFECT ON STUDENT ACHIEVEMENT

Margery LeVern ROBINSON, Ed.D.
Oklahoma State University, 1973

SCOPE AND METHOD OF STUDY: The Purpose: The aim of this study is to investigate the effects of psychological reports given to teachers upon the academic achievement of the referred students. Since testing and report writing consume much of the school psychologist's time, this study investigates the types of reports and the manner of dissemination in terms of student achievement test scores. Regardless of school personnel preference for certain activities of the psychologist, his time needs to be allotted to those activities which produce the most results in terms of student development.

The Procedure: Every third grade teacher in one school district in Alaska referred three children to the psychologist for evaluation and recommendation. There were thirteen teachers from three elementary schools, yielding thirty-nine students for this study. The referrals and student testing for evaluation was done at the end of the first semester of the school year. The three students from each teacher were randomly assigned to one of three groups. The groups were then randomly assigned to treatments. Hence, each teacher had all three treatment levels.

Each of the thirty-nine students were administered a battery of diagnostic tests: (1) Wechsler Intelligence Scale for Children, (2) Goodenough-Harris Draw-A-Man Test, (3) Bender Visual-Motor Gestalt Test, (4) Frostig: Developmental Test of Visual Perception, (5) Illinois Test of Psycholinguistic Abilities, (6) Wepman Auditory Discrimination Test, (7) an informal test of lateral dominance.

Psychological reports were written for each student. For those in Treatment 1, the report was a reporting of performance and scores with interpretation couched in psychological terminology. These reports were given to each teacher via the school mail system.

For the students in Treatment 2, the reports were similar except for the addition of a recommendation section which delineated activities that could be done either in the classroom, via outside specialists or in the home, or any combination of the three. These reports were written but a personal conference was also held with each teacher in which the test results as well as teacher observations were discussed and the final decisions were the result of joint effort.

For students in Treatment 3, the control group, no feedback at all was given to the teacher.

The first week in May, thirty-eight students were administered the Metropolitan Achievement Tests--Elementary, Form F. One student had transferred out of the state so was lost to the study.

FINDINGS AND CONCLUSIONS: Findings: Two Analyses of Covariance were computed using the I.Q. score as the covariate and the total reading raw score as one dependent variable and the total mathematics raw score as the other. The .05 level of confidence was used to judge the F statistic. The first null hypothesis which hypothesized there is no significant difference among treatments for reading achievement, was accepted. There was no significant difference found among treatments for mathematics achievement, so the second null hypothesis was accepted.

Conclusions: The inability to find statistical difference among treatments does not rule out the possibility that the school psychologist can influence academic achievement indirectly through the teacher. However, with this design it was not evident. The study was designed to replicate as closely as possible the usual working practices of the majority of school psychologists.

A possible reason for no significance is the degree of similarity among the treatments with regard to actual time spent with the teacher by the psychologist. This time factor varied only one hour. Another reason is possibly the measurement instrument for the achievement scores. The MAT is a standardized test, using national norms, and as such is a gross screening device, which might not be sensitive to subtle achievement changes.

From a post hoc questionnaire to teachers three items of interest were found: (1) The teacher's subjective assessment of the progress of the students were categorized into three levels, great improvement, some improvement, and little improvement. The Chi Square Test of significance of differences was done and no significant difference (.05 level) was found. (2) The selection of one of the teacher's students for the subject of a conference and lesser treatment of the other two referred students did not cause her to perceive that student as having a more severe problem than the others. (3) The teachers wanted more conferences and assistance.

Order No. 74-8112, 82 pages.

THE EFFECTS OF PSYCHOSOCIAL AWARENESS CLASSES ON SELF-ESTEEM, BEHAVIOR, AND ACADEMIC ACHIEVEMENT IN THE ELEMENTARY GRADES

SABOL, Donald Edwin, Ph.D.
The University of Texas at Austin, 1974

Supervisor: Edmund Emmer

The major concern of this study was to investigate the effect of psychosocial awareness classes on self-esteem, classroom behavior, and achievement of low achieving elementary school pupils. A second concern was to evaluate the relationships among self-esteem, classroom behavior, and academic achievement. Self-esteem was the main theoretical variable, and the

experimental intervention was attendance by subjects at psychosocial awareness classes for 36 hours at the rate of 1 hour per week for the school year. The subjects in the study were 175 elementary school children in grades one through six attending an elementary school in San Antonio, Texas, during school year 1972-1973. The intervention extended over the entire school year.

Pre- and post-measures included the Coopersmith Self-Esteem Inventory (SEI) and the Coopersmith Self-Esteem Behavior Rating Form (BRF), and the Stanford Achievement Test. Pretests were administered during August, 1972, and positests during May, 1973. Between the pre- and post measures, experimental Ss attended classes designed to provide opportunities for enhancement of sense-of-self, increased acceptance of self and better understanding of self in relation to others. Children attending the psychosocial classes were compared with control groups to determine whether the experimental intervention resulted in increased self-esteem as reported by the subjects on the SEI, and in improved behavior as reported by the teacher by completing a BRF on each child. Both of the groups' achievement scores were compared to determine whether the treatment influenced increased academic achievement.

The population of the study included 175 low-achieving pupils from families having a gross annual income from father's salary or wages of $6,000 or less in 1971. In the total group studied there were 111 Mexican-American children and 64 Anglo children. Eighteen variables were studied. The SEI provided measures on self-esteem as related to General Self, Social-Self Peers, Home-Parents, School Academic, Total Self-Esteem Score and a Lie scale to measure the extent to which the S was reacting to the SEI in a defensive way. The two subscales on the BRF provided measures of desirable assertive behavior and less than desirable defensive behavior. The SAT provided achievement scores along subtests which could be compared with other variables.

Preliminary analyses assessed the reliability of the two Coopersmith instruments, the SEI and the BRF. Additionally, between-teacher agreement on the ratings they gave Ss on the BRF was studied and is reported. In the primary analysis and test of the hypotheses, analysis of covariance, and cross-lagged panel correlations were used as statistical techniques.

Of the three grade levels in which the SEI was administered (grades 4, 5, and 6), attendance at psychosocial classes was found to affect self-esteem positively in grades 5 and 6. No significant differences between the experimental and the control groups were found for either assertiveness or defensive behavior subscales of the Behavior Rating Form. No support was found in the data for the hypothesis that achievement would increase as a result of attending psychosocial classes.

Order No. 74-14,758, 190 pages.

AN INVESTIGATION OF SOCIAL-PSYCHOLOGICAL VARIABLES COMPRISING SCHOOL NORMATIVE ACADEMIC CLIMATE IN HIGH- AND LOW-ACHIEVING WHITE-URBAN, BLACK-URBAN, AND RURAL ELEMENTARY SCHOOLS WITH SCHOOL MEAN SOCIO-ECONOMIC STATUS CONTROLLED

Jeffrey Michael SCHNEIDER, Ph.D.
Michigan State University, 1973

The purpose of this study was to compare a number of social-psychological variables of school normative academic climate between high- and low-achieving elementary schools, while controlling, as much as possible, for the effects of school mean socio-economic status (S.E.S.), race, and urban-rural community type. More specifically this researcher's desire was to determine which of several social-psychological environmental factors most strongly predict the variation in achievement, as well as differentiate between high- and low-achieving predominantly white-urban schools, predominantly black-urban schools, and schools located in rural communities.

Data were collected from a selected sample, composed of 10 predominantly white-urban, 7 predominantly black-urban, and 7 rural elementary schools. Schools within each stratum were selected on the basis of their mean student achievement, as measured by the Michigan State School Assessment Achievement Index, and mean student S.E.S., as measured by the Michigan State School Assessment S.E.S. Index. Pairs of schools were selected with similar S.E.S., racial composition, and urban-rural community types, but significantly different mean student achievement scores.

The variables selected for study were derived from a varimax rotation factor analysis performed upon data gathered from instruments administered to fourth, fifth, and sixth grade students and the teachers of these students, in the schools sampled. Four student factors and six teacher factors emerged from this analysis: Student Perceived Present Evaluations-Expectations (S.P.P.E.E.), Student Perceived Future Evaluations-Expectations (S.P.F.E.E.), Student Reported Sense of Futility (S.R.S.O.F.), Student Perceptions of School's Academic Norms (S.P.S.A.N.), Teacher Present Evaluations-Expectations (T.P.E.E.), Teacher Future Evaluations-Expectations (T.F.E.E.), Teacher Perceptions of Parent Student Academic Push (T.P.P.S.P.), Teacher Reported Push of Individual Students (T.R.P.I.S.), Teacher Reported Feelings of Job Satisfaction (T.R.F.J.S.), and Teacher Perception of Social System Belief in Student Academic Improvability (T.P.S.A.I.).

Applying these factors as independent variables, this researcher employed a least square add linear regression analysis to predict the variation in the dependent variable, achievement. The following climate variables were found to be significant ($p = 0.10$) predictors of higher achieving schools, beyond the effects of S.E.S., race, and urban-rural community type:

1. Less Student Perceived Sense of Futility; $p = 0.0005$; predicting 44.92% of the variance in achievement beyond the amount accounted for by the design variables.

2. Greater Teacher Future Evaluations-Expectations; $p = 0.008$; predicting an additional 9.83% of the variance in achievement.

3. Less Teacher Reported Push of Individual Students; $p = 0.023$; predicting an additional 5.28% of the variance in achievement.

4. Greater Student Perceived Present Evaluations-Expectations; $p = 0.052$; predicting an additional 3.36% of the variance in achievement.

Because of the high predictive power of S.R.S.O.F., another least square add linear regression analysis was employed, as the dependent variable with the other nine climate factors as independent variables. The following climate variables were found to be significant ($p = 0.10$) predictors of higher achieving schools, beyond the effects of S.E.S., race, and urban-rural community type:

1. Higher Teacher Present Evaluations-Expectations; $p = 0.002$; predicting 25.17% of the variance in futility beyond the amount accounted for by the design variables.

2. Higher Student Perceived School Academic Norms; $p = 0.029$; predicting an additional 8.32% of the variance in sense of futility.

3. Higher Student Perceived Present Evaluations-Expectations; $p = 0.042$ predicting an additional 8.05% of the variance in sense of futility.

The researcher also attempted to find which of the ten derived student-teacher factors most highly differentiated between higher- and lower-achieving schools within the three strata: predominantly white-urban, predominantly black-urban, and rural schools. Using a discriminant function analysis, it was concluded that a low student reported sense of futility was consistently the most powerful of the four student variables in differentiating achievement groups. Other factors, however, did vary in their power to discriminate achievement within each of the three stratum. Student perceived school social system norms advocating higher achievement appear to better discriminate in predominantly white-urban schools than in schools within the other strata. While teacher perception of the school social system belief that students can improve upon previous academic achievement appears to differentiate higher achieving schools within the black-urban stratum, it does not appear to

be very significant in the predominantly white-urban schools. The level of teacher perceived parent-student push for educational achievement and student perceived present evaluations-expectations appears to have greater discriminating powers in rural communities than in urban schools.

Individual pairs of schools, matched on S.E.S., race, and urban-rural community type but differing significantly on achievement, were case analyzed. Incorporated within this analysis were selected information from the principal data, and interviewer observations pertaining to the school, the curriculum, the community, and the school-community relationship. As a result of his findings, this researcher contends that the level of "psychological-integration" between the school and the community, coupled with teacher and student stability, are deserving of further research as possible contributors to the creation of a normative academic climate conducive to higher achievement. Order No. 73-29,777, 256 pages.

AN INVESTIGATION OF THE EFFECTS OF AN EXPERIMENTAL TRAINING PROGRAM USING ACHIEVEMENT MOTIVATION TRAINING CONCEPTS

Robert Leonard SMITH, Ph.D.
The University of Michigan, 1972

Chairman: Garry R. Walz

The purpose of this investigation was to explore the effects of an experimental training program on the achievement motivation level and other related characteristics for late adolescent age students. The following major hypotheses, stated in the null form, were investigated in this study:

1. Experimental group trainees will not exhibit significantly greater change in achievement motivation than a control group of trainees.
2. Experimental group trainees will not exhibit significantly greater change in internal control than a control group of trainees.
3. Experimental group trainees will not exhibit significantly greater change in test anxiety than a control group of trainees.
4. Experimental group trainees will not exhibit significantly greater change in grade point average than a control group of trainees.
5. Experimental group trainees will not exhibit significantly greater change in teacher assessments of trainee's work related behavior than a control group of trainees.
6. There will be no significant differences in aptitude between Experimental group trainees who demonstrate the greatest increase in achievement motivation and those who demonstrate the least.

A pre- post- control group design was used in this study. The subjects were sixty twelfth grade students from a secondary area vocational-education center. An experimental group of thirty students was randomly selected and matched with a control group. Students were matched by sex, program enrolled, and previous performance in program. The following instruments were used in gathering pre- post- data: The Michigan State Motivation Scale, The Internal-External Scale, and The Test Anxiety Questionnaire. In addition, pre- post- data was gathered on student's performance. This included student's grades in program and the instructor's ratings of students according to The Instructor Rating Scale. The Differential Aptitude Test Battery was also administered to students to determine if participant's aptitude was significantly related to whether or not one would benefit from the training program.

Divided into three phases, the five month training program was described as consisting of: (1) Cognitive teaching: Teaching the thoughts, feelings, and action strategies associated with the high achiever. (2) In-group learning: Experiencing the thoughts, feelings, and action strategies through (a) Observation and modeling, and (b) Simulated experiences. (3) Out-group application: Practicing learned principles through goal setting.

Analysis of the data showed that the Experimental Training Program was significantly effective in increasing achievement motivation level and in reducing external control feelings. However, the treatment was ineffective in reducing fear of failure feelings. Further analysis revealed nonsignificant changes in grades and instructor ratings of students. It was discovered that general aptitude was not critical in determining whether or not one could benefit from the program. A significant negative correlation between achievement motivation and external control feelings was found. The stepwise regression analysis revealed that past grades and instructor ratings were the only accurate predictors of final grade in program.

The following major conclusions were drawn:

1. Achievement motivation and internal control feelings can be affected through training, but more adequate operational definitions and ways of measuring change are needed.
2. Efforts to increase student's performance may require a more comprehensive design with a flexible methodology adapted to student characteristics.
3. Behavioral effects of achievement motivation training may not be observable in a short time span and may not necessarily manifest itself within the school setting.
4. A replication of this study, with certain modifications, is needed. Order No. 73-8916, 198 pages.

THE EFFECTS OF PRIOR SUCCESS ON ELICITATION OF THE FEAR OF FAILURE MOTIVE

Richard Keller STALEY, Ed.D.
Oklahoma State University, 1972

Adviser: John D. Hampton

SCOPE AND METHOD OF STUDY: This study focused on success feedback as a manipulable variable to reduce the fear of failure motive elicited by failure in an achievement task. It was intended to test the transfer of this effect to a different achievement task. Three success conditions were employed consisting of ten, five, and zero feedback trials. Two different task conditions were contained at each of the three success conditions, with ten subjects in each cell. The fear of failure motive was scored by the Hostile Press scoring system. The relationship between achievement anxiety and the fear of failure motive was also examined in the study.

FINDINGS AND CONCLUSIONS: A 3X2 factorial analysis of variance was used to test the effects of success feedback on the fear of failure motive. The F tests derived from the analysis of variance did not yield significant results. It was concluded that the success conditions did not have an effect on the fear of failure motive, nor did it have a transfer effect. A critical-ratio z-test computed for the correlation coefficient of the Hostile Press measure of fear of failure and the Achievement Anxiety Test did not reach significance. It was concluded that these two tests measure essentially different phenomena. Order No. 73-15,248, 90 pages.

AN INVESTIGATION OF THE EFFECT OF TWO CLASSROOM GUIDANCE PROGRAMS ON SELF-CONCEPT AND ACHIEVEMENT OF THIRD GRADE STUDENTS

James Atlee TANGEMAN, Ed.D.
University of Wyoming, 1973

This study investigated the comparative effect of Classroom Meetings and DUSO upon the self-concept and achievement level of third grade students from four classrooms in two lower-middle-class neighborhood schools in Cheyenne, Wyoming. A total of 93 students, four teachers, and one counselor participated in the study.

A quasi-experimental, non-equivalent control group re-

search design was used for the study. Random selection was conducted to determine the two experimental and the two control classrooms. Random assignment determined the treatment program for each of the two experimental classrooms.

The study was conducted over a ten-week period. Twenty thirty-minute treatment sessions were conducted in each experimental classroom. The counselor conducted one session per week in each experimental classroom with the respective teacher in attendance, and each teacher conducted one session per week in his respective experimental classroom. Pre- and post-administration of the Piers-Harris Self-Concept Scale and the Metropolitan Achievement Test provided data for determination of movement of student self-concept and achievement, respectively. A later follow-up administration of the two instruments was conducted fifteen weeks after termination of the treatment period to determine children's disposition on self-concept and achievement level at that time.

A two-way, treatment-by-sex analysis of covariance (covarying on the pre-test) was used to test for significant differences among means. The analysis of covariance was chosen since this procedure provided statistical control of initial differences among the four intact classroom groups. The selection of the covariate was by means of an eight-variable correlation matrix, which showed the pre-test scores as the only significant correlate of the post-test scores.

Analysis was performed within the context of two sets of data. The first set included pre- and post-test scores on self-concept and achievement. The second set included pre- and follow-up test scores on self-concept and achievement. The Alpha level used to test the null hypotheses presented was .05.

Major findings of the study were:

1. The DUSO program and Classroom Meetings program did not appear to differ significantly between themselves or from traditional programs relative to the effect on third grade children's self-concept and achievement over a ten-week treatment period.

2. Classrooms of third grade children that received differential treatment from the DUSO, Classroom Meetings, and traditional programs did not differ significantly in improvement of self-concept or achievement over a ten-week treatment period or after fifteen weeks following the treatment.

3. Third grade girls achieved a significantly ($P < .01$) greater mean level on the math variable than third grade boys over the ten-week treatment period.

4. The Classroom Meetings program appeared to have a positive, but not significant, effect upon third grade girls' self-concept, whereas the DUSO program appeared to have a negative, but not significant, effect upon third grade girls' self-concept.

5. No significant differences existed between the control classroom located in the same school as the experimental classrooms and the control classroom in another school relative to the effect upon children's self-concept and achievement.

Order No. 74-2167, 117 pages.

CHANGES IN SELF CONCEPT RESULTING FROM A CRISIS INTERVENTION MARATHON GROUP PROCESS TREATMENT FOR NON ACHIEVING TWO-YEAR COLLEGE FRESHMEN

Sally Ann TSCHUMI, Ed.D.
State University of New York at Albany, 1973

The primary objective of this study was to see if a crisis intervention, marathon group process treatment produced therapeutic change in freshmen experiencing academic difficulty at the end of their first college semester. Four factors related to non-achievement were included in the treatment program: self concept, anxiety, interpersonal relations and goals. The participants also requested and received help with study skills. The self concept was selected as the criterion variable. For statistical analysis of the criterion measure the Tennessee Self Concept Scale (TSCS) Total Positive Scores was employed in a pre/post test, control group, matched pairs design. A post test only, control group, matched pairs design was utilized with the Rosenberg Scales and Scores (RSS) to further describe the groups. Post tests were repeated to examine the delayed effect of treatment. A survey of the class of 1974 was used as a blind for all testing.

The subjects were ten first semester freshmen who volunteered for this program contingent on being placed on probation. They were matched with ten others (not volunteers) on the basis of curriculum, cumulative average and sex. Random assignment was not possible. The treatment consisted of a five day, forty hour workshop during intersession, the week before second semester began.

Trends were in the appropriate direction but no significant difference was found between groups on the criterion measure. The Total Positive Score (TSCS) and the Rosenberg Self Esteem Scale were found to correlate in the appropriate direction, -.74 ($p < .02$) at post test and -.79 ($p < .01$) at post post test.

Reports of the participants, observations made during the workshop, and some of the RSS data support the fact that the treatment promotes the desired change. An analysis of the subjects' goals indicates that the workshop helped the participants: 1) focus more on their goals, 2) plan better strategies, and 3) be better able to identify helping and hindering forces. Statistically significant difference in change from post to post post test time on the Rosenberg Stability of Self Scale ($p < .10$), Faith in People Scale ($p < .05$), Daydreaming Scale ($p < .10$), and Psychosomatic Symptom Score II ($p < .10$), show a delayed and cumulative effect of treatment. The difference between the groups on the Rosenberg Relationship with Father Score ($p < .10$) at post test is unexplainable.

The researcher recommends the marathon treatment model at intersession followed by a support group during the semester. Further study needs to be made with better selection, controls and tests.

Order No. 74-6943, 164 pages.

THE EFFECTS OF A STRUCTURED MOTIVATION PROGRAM APPROACH AND A NON-STRUCTURED GROUP APPROACH ON SELF-ACTUALIZING ATTITUDES, SCHOLASTIC MOTIVATION AND SCHOLASTIC ACHIEVEMENT AMONG HIGH SCHOOL JUNIORS

Roger Kenneth WILDE, Ed.D.
University of Southern Mississippi, 1972

Statement of the Problem: This study was designed to examine the relative effects, if any, of both (a) a structured motivation program approach and (b) a non-structured group approach on self-actualization, academic motivation, and scholastic achievement among selected eleventh grade students in a rural Mississippi school. The basic objectives of the study were:

1. What differences in self-actualizing attitudes will occur when students who receive a structured motivation program are compared to students who participate in a non-structured group activity and students who receive no treatment?
2. What differences in motivation toward school will occur when students who receive a structured motivation program are compared to students who participate in a non-structured group activity and students who receive no treatment?
3. What differences in scholastic achievement will occur when students who receive a structured motivation program are compared to students who participate in a non-structured group activity and students who receive no treatment?
4. What differences, if any, will occur in self-actualizing attitudes motivation toward school scholastic achievement and among comparison groups after a six-week Post-wait period?
5. What effects, if any, will the artifact of testing have on the comparison groups?

Procedure: The population for this study included 150 eleventh grade students enrolled at the Dean Attendance Center,

Leland Consolidated School District, Washington County, Mississippi, during the 1971-72 school year. From this population, eighty students were randomly selected and assigned to four groups of twenty students as follows:

Group E_1 participated in a structured motivation program for a twelve week period, meeting each day for fifty minutes during the regular school day.

Group E_2 met for fifty minutes per day each school day for a period of twelve weeks in a non-structured counseling group.

Group C_1 was a group of students who completed the research instruments as did the experimental groups, but did not participate in any type of program.

Group C_2 was a group of students who received testing only at the end of a six week Post-wait Period. These students did not participate in any type of program.

The format of the study was essentially that of an experimental design which covered two consecutive periods. The first twelve weeks was known as the Treatment Period and referred to a period of time during which Group E_1 participated in a programmed motivation experience, while group E_2 experienced a non-directive student centered group orientation. The six weeks following this period was known as the Post-wait Period during which no contact was made with any of the participants.

The Personal Orientation Inventory, the Junior Index of Motivation and grade point average provided dependent variable data and these results were analyzed by analysis of variance procedures.

Conclusions: Based on findings of this study, the following major conclusions were made:

1. By the end of the 12 weeks Treatment Period, significant differences did not occur among groups included in the study either in terms of POI scores, JIM Scale scores or grade point averages. Although some increases or changes did seem to be occurring, differences in groups were not significant at the .05 level.

2. Significant changes did occur in grade point averages and on JIM Scale scores by the end of the Post-wait Period. This finding suggests that perseverence occurred after the termination of the motivational program, ultimately reflecting significant changes in attitudes toward school and in grade point averages.

3. When the two control groups were compared, no significant differences occurred, which supported the conclusion that the artifact of testing was negligible.

Order No. 73-5395, 57 pages.

THE EFFECTS OF A PEER TUTORIAL PROGRAM ON ACADEMIC ACHIEVEMENT AND SELF CONCEPT OF LOW ACHIEVING HIGH SCHOOL MATHEMATICS STUDENTS

Paul P. C. WU, Ph.D.
The Florida State University, 1973

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The effects of a peer tutorial program on academic achievement and self concepts of low achieving high school mathematics students were examined in this study. The main purposes are as follows: (1) do students improve in self concept and academic achievement as a result of being tutored; (2) do high achieving students or low achieving students serve as better tutors; (3) do low achieving students improve in self concept and academic achievement by serving as tutors; and (4) do males or females serve as better tutors?

The subjects consisted of one hundred fifty students who were enrolled at James S. Rickards High School in Tallahassee, Florida. The tutees were ninth grade students enrolled in Basic Mathematics I classes. Seventy-five of these students were randomly selected to form (1) a group tutored by high achievers, (2) a group tutored by low achievers, and (3) a control group. The low achieving tutors were selected from students enrolled in Basic Mathematics II classes. Fifty of these students were randomly selected for a tutor group and a tutor control group. High achieving tutors were selected by their classroom teachers from Algebra II and Geometry classes. The treatment was conducted for eight weeks.

Training for the tutors was conducted over seven sessions not including an orientation session. In addition to the training sessions the tutors met for inservice instructions once a week.

The study employed a pre test-post test control group design. For the pre and post tests in academic achievement, the mathematics computation section of the Comprehensive Tests of Basic Skills, Level 3, was used. Form R, of the CTBS was used for the pretest and Form Q was used for the post test. A modified version of the Sears' Self Concept Inventory was used for both the pre and post tests.

The data were analyzed by the statistical consulting office and computer center at the Florida State University. An analysis of variance was used to determine significant differences between the three tutee groups. When differences occurred, Duncan's Range Test was used to locate the differences. To compare low achieving tutors and the control group a two sample t-test was used and in comparing the pre to post tests results a paired data t-test was used.

A one way analysis of variance revealed no statistically significant differences in self concept or academic achievement among tutees with high achieving tutors, tutees with low achieving tutors and the control group. This same procedure indicated no statistically significant differences in academic achievement or self concept between tutees with high achieving tutors and tutees with low achieving tutors. A t-test indicated statistically significant differences in academic achievement but not in self concept between low achieving tutors and the control group. Finally a t-test revealed statistically significant differences in academic achievement between tutees with male tutors and tutees with female tutors.

The major findings of the study were: (1) low achieving tutors did significantly better in academic achievement than the tutor control group, and (2) the tutees with female tutors did significantly better than the tutees with male tutors.

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